Introduction to Environmental Science

EVR2001 Class# 16360 (Residential Online), 22281 (REC), 19865 (Dual Enrollment), or 20407 (UF Online)
3 credit hours
Spring Semester 2025

Instructor: Dr. Danny Coenen (he/him), Instructional Associate Professor
Email: dcoenen@ufl.edu (or contact via Canvas email)
Office Location: McCarty Hall D, Room 2047
Drop-in office hours: TBA (in person or Zoom – see link on Canvas)

We are here for <u>you</u>! Please don't hesitate to ask 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. It is not a self-paced course, however - we have a course schedule with specific deadlines and due dates.

Course Description
This course is a survey of basic chemical, biological, and physical principles of environmental science and their applications to environmental issues. This course is appropriate for students in a wide range of disciplines or programs.

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: A Global Concern. 16th Edition (All Access eBook). 2023.

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, including the Canvas site and to participate in online office hours. A cell phone or tablet is not an acceptable substitute. 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. See https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/ .

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 promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

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

1) Students will apply critical thinking to analysis and interpretation of environmental information and model output.
2) Students will apply the scientific method to explain natural experiences and phenomena.
3) Students will explain the basic chemical, biological, and physical principles of environmental science.
4) Students will use empirical evidence to describe the historical and modern context of environmental problems and their solutions.

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.) (B, P) 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.

Implementation: 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, reflection assignments, and examinations.

2.) (I) Students will identify, describe, and explain the historical, cultural, economic, political, and/or social experiences that characterize the contemporary world.

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, reflection assignments, the international capstone essay, 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.) (B, P) 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 assignments. The international capstone essay prompts students to apply critical thinking skills to propose biologically and physically possible, economically feasible, and culturally appropriate solutions to environmental problems. This is also assessed on the weekly reflection assignments throughout the course.

2.) (I) Students will analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

Implementation: Students will compare and contrast course concepts as they apply to international case studies to highlight commonalties 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 capstone essay, students will critically evaluate international on environmental topics. Several reflection 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.) (B, P, I) Students will communicate scientific knowledge, thoughts, and reasoning clearly and effectively.

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.

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. Watch the pre-recorded lecture materials to expand on the read material.
3. Reflect on the module's content through engaging in end-of-module activities or discussions.

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

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

Grade	Points	Percent	Grade	Points	Percent
A:	> 930.0	> 93.0%	C:	730.0 to < 770.0	73.0 to < 77.0%
A-	900.0 to < 930.0	90.0 to < 93.0%	C-	700.0 to < 730.0	70.0 to < 73.0%
B+:	870.0 to < 900.0	87.0 to < 90.0%	D+:	670.0 to < 700.0	67.0 to < 70.0%
B:	830.0 to < 870.0	83.0 to < 87.0%	D:	630.0 to < 670.0	63.0 to < 67.0%
B-	800.0 to < 830.0	80.0 to < 83.0%	D-	600.0 to < 630.0	60.0 to < 63.0%
C+:	770.0 to < 800.0	77.0 to < 80.0%	E:	< 600.0	< 60.0%

Grade Component	Points	Percentage
Class Orientation assignments	33	3.3%
PlayPosit lecture videos (60 × 2.5 points)	150	15.0%
Reflection assignments (11 × 27 points*)	297	29.7%
Exams (3 × 130 points**)	390	39.0%
International Capstone Essay	130	13.0%
Total	**1000**	**100%**

*There are 12 reflection assignments during the term, each worth 27 points. Of these, your lowest score will be dropped from your final grade at the end of the course.

**There are three exams during the term and a final exam during finals week, each worth 130 points. Of these, your lowest score will be dropped from your final grade. If you are happy with your grades on the three during-term exams, you may opt not to take the final exam.

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 practice assignments.

PlayPosit Lecture Videos: Each of the 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 each lecture video to its end for your grade to be recorded.

Reflection Assignments: Each module will end with a reflection activity. Roughly half of the reflection activities will be discussions with your classmates, via either 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.**

The remainder of these assignments include free response questions, completing worksheets, and visiting local parks or conservation areas. Emphasis will be placed on applying scientific reasoning skills, such as formulating hypotheses and interpreting data. 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.** Failure to follow these guidelines will result in a score of zero being entered for the assignment.

International Capstone 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 and an optional final exam that will assess your comprehension of course content. Grading is based on the number of correct answers. 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 your instructor via email within one week of the date the grade is posted. It is your responsibility to verify 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

Attendance Policy
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx .

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 your instructor 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 your instructor 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 your instructor prior to the deadline. In case of true documented emergencies, the instructor may waive this requirement.

Make-up Policy
Exams and individual assignments missed for excusable reasons (see Attendance Policy) can be made up, whereas group assignments will be waived. Instructors reserve the right to offer an alternate format make-up exam. 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 your instructor as soon as possible to develop a plan to make up missed work. Missed extra credit opportunities cannot be made up. Unfortunately, we are unable to accept assignment do-overs (resubmissions for a higher score) in this class.

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 (OneDrive is 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!

Assignments submitted between one and four days late will incur a penalty of 10% of the possible points per day. Work submitted more than four days late will be assigned a score of zero. Because your timely participation in discussion assignments directly impacts your classmates' abilities to complete their own work, discussion-based assignments are not accepted late.

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 EVR2001 instructional team, the College of Agricultural and Life Sciences, and University of Florida, so please contact your instructor to discuss your concerns as soon as they arise.

Grading Disputes

Grading in EVR2001 is based on how well you were able to apply the learned material as outlined by assignment-specific rubrics and the student learning objectives listed in the syllabus. In case of a grading dispute for any reason, you must notify your instructor via email within one week of the date the grade is posted to Canvas. Please include an explanation of what aspect of your grade you disagree with.

End-of-semester requests for grade bumps, assignment do-overs, additional extra credit, etc. will be denied.

Artificial Intelligence (AI) Statement

AI applications including natural language chatbots like ChatGPT are an amazing new technology that is revolutionizing the way we access information, just like computers, the internet, and mobile phones did in prior decades. AI can be a useful tool for tasks such as editing, spellchecking, organizing, and brainstorming. **Other uses, including copying & pasting ChatGPT output and representing as your own work, are not appropriate in college courses; doing so constitutes academic dishonesty**. **All work submitted for credit in this class must be your own.** If you use any AI application for any part of an assignment (including brainstorming ideas or editing), you must state so as part of your submission. AI-generated images may not be used unless expressly approved by your instructor for a specific assignment.

Office Hours

Please take advantage of 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 your instructor 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 24-48 hours on weekdays. All students are expected to check the course web site on Canvas (http://elearning.ufl.edu) each weekday. 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 .
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

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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). 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 https://policy.ufl.edu/regulation/4-040/ .

PLAGIARISM, WHETHER INTENTIONAL OR UNINTENTIONAL, IS A SERIOUS AND POTENTIALLY CAREER-ENDING FORM OF ACADEMIC MISCONDUCT. Copying and pasting is <u>never</u> 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.aa.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.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.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://www.ombuds.ufl.edu/complaint-portal/
Online Course: https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint

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 your 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 your instructor 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.

Whole Gator App
The Whole Gator and website and app connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. https://one.uf.edu/whole-gator/topics .

Health and Wellness

- *U Matter We Care.* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit the U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

- *Counseling & Wellness Center.* Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

- Student Health Care Center. Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

- *University Police Department.* Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

- UF Health Shands Emergency Room/Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

- *Gatorwell Health Promotion Services.* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273- 4450.

- Student Success Initiative, https://studentsuccess.ufl.edu/

- *Field and Fork Pantry.* Food and toiletries for students experiencing food insecurity.

Academic Resources

- *E-learning technical support.* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

- *Career Connections Center.* Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.

- *Library Support.* Various ways to receive assistance with using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

- *Teaching Center*. 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

- *Writing Studio.* Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

- *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).

Course Outline

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.

Module Topic & Description	Textbook Reading	Assignments	Due Date
note: readings list refers to tab # in the ebook navigator, not printed page numbers			
0 **Orientation** Introduction to Course Structure	None	Course Orientation Quiz Practice Assignments	Jan 16
1 **Understanding the Global Environment** Introduces the field of environmental science and the scientific method as a form of inquiry	Ch 1 (pp. 14-23) Ch 2 (pp. 24-31)	Module 1 PlayPosits Module 1 Reflection	Jan 17
2 **Geology and Biogeochemisty** This module will help us better understand the basics of how energy flows and matter cycles through these Earth's systems and prepare us for a more detailed exploration of those systems	Ch 3 (pp. 33-34, 36 only) Ch 14 (pp. 131 and 134 only)	Module 2 PlayPosits Module 2 Reflection	Jan 24
3 **Ecosystems** This module's content will be all about the fascinating world of ecology, one of the foundational aspects of environmental science. This module will help you understand the ways we organize life as we study it, and we will begin to examine interactions across different scales.	Ch 3 (pp. 34-35 only) Ch 4 (pp. 41-49) Ch 5 (pp. 51 and 54 only)	Module 3 PlayPosits Module 3 Reflection	Jan 31
4 **Biodiversity** How come there are so many unique species that we share our planet with, and how do scientists catalog and make sense of all of this biological diversity? How do people interact with these species, and is there really a large biodiversity loss problem facing Earth today? This is what we will talk about in Module 4.	Ch 4 (p. 42 only) Ch 11 (pp. 103-111) Ch12 (pp. 112-120)	Module 4 PlayPosits Module 4 Reflection	Feb 7
EXAM 1			Feb 14

5	**Population Dynamics & Human Geography** As we previously learned, environmental impact is measured as a combination of a population's size, affluence, and technological capabilities. Our focus in this module will be on understanding these issues further, including a specific focus on population dynamics, especially human demography and human population growth.	Ch 6 (pp. 59-66) Ch7 (pp. 67-75)	Module 5 PlayPosits Module 5 Reflection	Feb 21
6	**Energy** Few human activities have as far-reaching environmental consequences as energy use. In this module, we will explore the different technologies that power the modern world and evaluate them in terms of their ecological, human health, and economic dimensions.	Ch 14 (pp. 132-133 only) Ch 19 (pp. 177-186) Ch 20 (pp. 187-196)	Module 6 PlayPosits Module 6 Reflection	Feb 28
7	**Water** Water – it's a substance we usually don't think twice about because we interact with it daily for so many purposes. We drink it, shower in it, use it to prepare food, and wash our clothes with it. Our tears and sweat are mostly made out of it, we enjoy lakes, rivers, and oceans for recreation, and when it falls out of the sky at inconvenient times, we grumble about it. But did you know that water is a fairly unusual liquid and one of the most likely candidates for future resource shortages? We will discuss this and more in Module 7	Ch 5 (pp. 52-53 only) Ch 17 (pp. 159-167) Ch 18 (pp. 168-176)	Module 7 PlayPosits Module 7 Reflection	Mar 7
	EXAM 2			Mar 14
8	**Air and Air Pollution** Earth's atmosphere is crucial in maintaining conditions that allow life to thrive. Humans are modifying the atmosphere through the emission of air pollutants and greenhouse gases. This module discusses the impacts air pollutants have on human and environmental health.	Ch 15 (p. 140 only) Ch 16 (pp. 150-158)	Module 8 PlayPosits Module 8 Reflection	Mar 28
9	**Soils and Agriculture** This module looks at how humans provide sustenance for the growing global population and some of the negative environmental impacts of modern industrialized agriculture.	Ch 9 (pp. 85-93) Ch 10 (pp. 94-102)	Module 9 PlayPosits Module 9 Reflection	Apr 4
10	**Climate Change** Climate change is a complex, global-scale environmental crisis with far-reaching	Ch 15: (pp. 141-145 only)	Module 10 PlayPosits Module 10 Reflection	Apr 11

	consequences for people and ecosystems. This module breaks down Earth's climate system, drivers that can cause Earth's climate to change, impacts of human-caused climate change, and international climate change policy.			
	INTERNATIONAL CAPSTONE ESSAY			Apr 14
11	**Environmental Economics** Our final module illustrates the confluence of several previous class topics. It focuses on environmental economics, touching upon the monetization and valuation of several topics we have previously explored, including energy, pollution, and more.	Ch 23 (pp. 214-224)	Module 11 PlayPosits Module 11 Reflection	Apr 18
	EXAM 3			Apr 23
	FINAL EXAM			Apr 26 10:00am-12:00pm