BIO 190: Intro. to Environmental Science (3 credits)  
(Accelerated hybrid)

University of Wisconsin - Marshfield/Wood County (Summer 2013)  
Lecture: T 6:00-9:30 pm, room 207 Leopold Building

Instructor: Laura Lee  
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Room 203 (inside room 207)  
389-6524  
Office hours: T before class

Required Texts:  

Additional Readings on D2L

Course Description & Objectives:  
BIO 190 is an introductory-level course designed to study the principles underlying the proper management of our resources – water, soils, minerals, forests, wildlife and human. Emphasis is placed on humans as a modifying force (for good and bad) in the biophysical environment. Included are selected topics in ecological principles, pollution, population biology and environmental management. In addition, this course is designed to help students build general proficiencies that will be useful, both in subsequent courses, and in non-classroom settings. In this course, you should develop your analytical skills by learning to 1) analyze, synthesize, evaluate and interpret information and ideas, and 2) gather and assess information from printed sources, electronic sources, and observation. You should develop your quantitative skills by learning to 1) interpret graphs, tables and diagrams.

Course Organization, Notes & Study Aids:  
Because this course is an accelerated hybrid course, it will be taught with a major on-line component, using D2L as an instructional aid. You should all be provided with a D2L login and password, and are given access to the Biology 190 D2L site. Although we will meet face-to-face once a week, much of the lecture material will be provided on-line. Each topic will have a folder on D2L, containing reading assignments, lecture outlines, objectives, links to web sites and reserve readings, assignments and other supplementary material. In addition, there will be both in-class and on-line assignments for you to complete. Exam reviews and other materials will also be located on D2L. The general layout of the course will be as follows:

- Each week of the course will run from Tuesday to Monday, and will be considered a distinct module with its own theme. Each module will consist of approximately 4 related topics. A summary of each module will be posted on D2L on Tuesday of each week, consisting of descriptions of each topic to be covered that week, when each will be posted, and any other activities occurring that week.
- On Tuesday of each week, we will meet face-to-face. I will provide a summary lecture and class discussion designed to give a general overview of the topics covered that week. The first topic of the week will then be presented in face-to-face lecture style. There will also usually be an activity, field trip, video or guest speaker each week, to complement the material for the week. On some weeks, there will be exams held during this time, instead.
- On three of the five weeks, a discussion topic and student groups will be posted on D2L on Wednesday. Each week’s discussion will consist of several parts, and will share a theme with the week’s module. Each discussion will culminate in either a “final answer” to be shared on the discussion board, or a completed assignment that will be handed in the following week.
Within the module, each topic will be posted separately in D2L. Each topic will contain a summary sheet that will list the objectives for the topic, direct your textbook reading, and summarize the main points of the reading. It may also include worksheets, Power Point presentations or directions for online activities.

There will be two short online quizzes each week; each will be open book and notes, but will be timed. I will drop the lowest quiz score at the end of the semester.

On Friday, August 9, you will sign up for a time to take your final exam. Your semester-long project will be due on Monday, August 12. This assignment can be emailed, drop-boxed or dropped off in my office.

Semester Project

One of the major concepts in environmental studies is the notion that everything is interconnected. You will see this during the course of the semester, and this is also the focus of the final exam. The semester project is designed to get you used to thinking in this holistic manner. You may work individually for this assignment, or in pairs (both members of a pair will get the same grade; therefore, pairs must provide a written statement that both members contributed equally to the assignment). You will pick a specific environmental “event”, and examine it from three different perspectives, to match up with three different topics that we cover this semester. For example, you might choose the wind farms proposed to be erected in the Great Lakes, and examine it in terms of the following topics: alternative energy, effect on invasive/endangered species, and environmental ethics/attitudes of local people. The final project should be about five pages long: one-two pages of background/summary, and one page each for the different topics. You should also include a title page, a list of references (which should be properly cited in the text of the paper) and any pictures, maps, graphs, etc. that you choose to include. Please note that you are free to make assumptions, predictions, logical projections, etc. in this paper, but they MUST be based in research and fact (which must, in turn, be cited). Your topic will be due to me at the beginning of week 2, and the final project is due to me on Monday, August 12.

Assessment:

Points for this course will come from a variety of sources, including exams, quizzes, online discussions, a final exam, a semester project, and various in-class and on-line assignments. All assignments must be handed in on time – points will be deducted for late assignments. Makeup exams will not be scheduled unless arrangements have been made with me personally. Quizzes cannot be made up past the online cut-off date/time. The final grade distribution will be as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, <60% = F. +/- will be used for borderline cases only.

A UW Colleges-wide assessment program has been put into place to enhance the quality and effectiveness of the curriculum, programs and services of the institution. The following areas of proficiency will be assessed because they are of primary importance in the education of our students: Analytical Skills, Quantitative Skills, Communication Skills, and Aesthetic Engagement. The Biology Department has also determined a number of core proficiencies for students enrolled in biology classes.

Course Attendance Policies:

You are expected to attend all scheduled face-to-face sessions, as well as access all lecture material via D2L, including participation in discussions. You are responsible for all material, whether or not you are actually in attendance, utilize D2L, etc. The consequence of poor attendance and/or not keeping up with material via D2L is likely to be failure in the course. In case of D2L outage, alternate instructions will be sent to your campus email address. If you are having computer, health, or other issues that prevent you from accessing information or completing an assignment, please call me as soon as possible (see top of syllabus). If at any time you feel that you are falling behind, please contact me as soon as possible.

Accommodation of Religious Beliefs & Disabilities
Any student who cannot be present for a scheduled exam or lecture session due to a religious observance will be provided with an alternate way of fulfilling that particular course requirement, providing the student notifies me of the scheduling conflict within the first week of the class. I am also always willing to work (to the extent allowed by the nature of the course) with students who require special accommodations because of disability. Please bring these concerns to me and the student services office as soon as possible.

**Academic Misconduct:**

Academic integrity is central to the mission of this institution. UWS 14 defines academic misconduct as any "action which a student: 1) seeks to claim credit for the work or efforts of another without authorization or citation; 2) uses unauthorized materials or fabricated data in any academic exercise; 3) forges or falsifies academic documents or records; 4) intentionally impedes or damages the academic work of others; 5) engages in conduct aimed at making false representation of a student's academic performance; 6) assists other students in any of these acts." UWS 14 allows for disciplinary sanctions that range from an oral reprimand to suspension or expulsion from the University. You can obtain a copy of the full academic misconduct policy through the Student Services office. If I observe academic misconduct, or if suspicions of cheating are reported to me, I will request that the identified parties come to my office to discuss the situation, and the procedures set out in UWS 14 will be followed. I recognize that the rules regarding academic misconduct can sometimes be confusing for students with respect to specific assignments or course work. If you have questions, I encourage you to come and see me before the assignment is submitted. Ignorance or misunderstanding of the UW System policy will not serve as a valid excuse for academic misconduct.

**Problems? Questions?**

I hope that you will see me early on if you have any problems or questions. It is much more useful to deal with problems early in the semester, rather than wait until a few days short of the final and expect me to work miracles (my pet peeve). Please feel free to contact me as much or as often as you would like. Although I have office hours listed, I am happy to make appointments during non-class time to meet with students – please take advantage of this. Please feel free to contact me with any issues that come up during the semester, or suggestions for improving the course (please note that constructive comments are much more likely to be taken seriously than whining and complaining). My main purpose for being here is to help you learn about biology!!
TENTATIVE BIOLOGY SCHEDULE OF EVENTS
(please note: actual reading assignments may only be portions of chapters, and may include online articles/websites)

WEEK 1: INTRODUCTION & ECOSYSTEMS
Topics: Environmental Science & Ethics (ch 1-3 [parts])
       Ecosystems (ch 5-6)
       Biomes (ch 6)
       Communities (ch 5)
Discussion Topic: Introduce yourselves and examine local issues

WEEK 2: POPULATIONS & SPECIES
Topics: Intro to Population Biology (ch 7)
       Human Population Issues (ch 8)
       Extinction/Endangered Species (ch 12)
       Introduced Species (ch 12)
Discussion Topic: Human Population issues

WEEK 3: RESOURCE MANAGEMENT
EXAM: ENVIRONMENTAL SCIENCE – HUMAN POPULATIONS
Topics: Evolution & Natural Selection (ch 5)
       Intro & Biodiversity (ch 12)
       Soils & Agriculture (ch 14-15)
       Water Management (ch 16)
Discussion Topic: Endangered Species/Extinctions

WEEK 4: POLLUTION
EXAM: EXTINCTIONS – WATER MANAGEMENT
Topics: Intro to Pollution & Air Pollution (ch 16-17)
       Water Pollution (ch 16-17)
       Solid Waste Management (ch 18)

WEEK 5: ENERGY
Topics: Introduction to Energy & Fossil Fuels (ch 9-10)
       Alternative Energy (ch 10-11)
EXAM: POLLUTION-ENERGY /FINAL EXAM
Semester Project due