This is a sample syllabus for EVR1001. Students should reference the section syllabus provided at the beginning of the semester for specifics regarding assignments and grade assignments.
INTRODUCTION to ENVIRONMENTAL SCIENCE
EVR 1001 - 3 SEMESTER HOURS
SYLLABUS AND COURSE OUTLINE, FALL 2022 SEMESTERNOTE: There are TWO Sections of this course. You are REQUIRED to participate in the section that you are signed up for.

SECTION #
CLASS MEETING TIMES (EVR1001-00##):
PLACE:

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PLACE:

Suggested textbook for additional readings:
A textbook is not obligatory! If you would like to read more about topics covered in class, we suggest that students read chapters from Essential Environment: The Science behind the Stories by Withgott & Laposata 6th edition (ISBN-13: 978-0134714882; ISBN-10: 0134714881).

Purpose/Objectives At the end of this class students:
1. will be able to describe the relationships between components of the natural world and the effect of the built world upon it.
   - e.g., how the element carbon is flowing between the atmosphere, organisms and the ocean and how humans interact with this flow.
2. will be able to analyze environmental problems and identify the risks caused by them
   - e.g., how global warming, an integral part of a changing climate, affects natural ecological rhythms and human life on a local and global scale.
3. will have a basic knowledge of hazardous materials and an understanding of solid and liquid waste disposal and treatment issues
   - e.g., what are some of the sustainable ways to manage and dispose of waste
4. will understand basic concepts of air and water pollution, especially nutrient pollution.
   - e.g., how agricultural fertilization of corn in Iowa affects oyster health in the Gulf of Mexico or how sand of the Sahara fuel red tides off the coast of Florida.

In addition, students will be able to understand “Scientific Method and Reasoning”:
● think critically and cogently about causal relationships with scientific reasoning.
● assess previous experimentation and published scientific results.
● critically examine and evaluate scientific observation, hypothesis or model construction.
● articulate a variety of issues created by the complex interactions among science, technology, and society.
● use scientific perspectives to evaluate contemporary problems facing society.
ALL Students will find it necessary to take detailed notes during lectures/videos. Students will be expected to familiarize themselves with nomenclature used in the lectures. Nomenclature may be presented as vocabulary items on quizzes and tests. We encourage students to participate in discussions (in class and online). These discussions can be provocative at times, and we request a course-etiquette and civility including:

Be polite, respect other participants’ views or opinions; think before you speak/write; use positive phrases (i.e., “Good idea!” or “Thanks for the suggestions,” etc.); be sensitive to cultural differences; avoid hostile, curt or sarcastic comments; no objectionable, sexist, racist, or politically intolerant language will be accepted; create a positive community by offering assistance and support to other participants; use correct grammar and syntax.

Course Evaluation by Point System:
Your grade will be determined from 5 weighted components
1) Class attendance and comprehension – totaling ~21% of the grade (9 points per class for 16 classes, 144 points total) – accounted for by submitting in-class quiz answers via CANVAS!
2) Six (6) quizzes. Generally given every 2 weeks on Thursday - totaling ~17% of the grade (20 points each – 120 points total). Quizzes will be scheduled as shown in the class schedule in this syllabus and as posted in the course calendar in CANVAS.
3) Midterm (online) (scheduled October 11th) – 20% of the grade (140 points)
4) Scientific Reasoning Assignment (deadline November 1st) – ~12% grade (86 points)
5) Final (online) – 30% grade (210 points) (scheduled during finals week- see Registrar’s office)

Total # points = 700

Grade distribution (standard FSU grading system):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0% to 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0% to &lt; 93.0%</td>
</tr>
<tr>
<td>B+</td>
<td>to 87.0% to &lt; 90.0%</td>
</tr>
<tr>
<td>B</td>
<td>83.0% to &lt; 87.0%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0% to &lt; 83.0%</td>
</tr>
<tr>
<td>C+</td>
<td>77.0% to &lt; 80.0%</td>
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</table>
University learning management system (Canvas):

We will use the university learning management system (Canvas) to post PDFs of the presentations, video uploads of the lectures, supplemental material, to make announcements, etc. Grades will also be posted through Canvas. Please make sure to REGISTER for this course, otherwise you will not have access to Canvas. To learn about the features of Canvas, see instructions at https://distance.fsu.edu/canvas/transition/get-ready/

All quizzes and “in-class” questionnaires (a.k.a. mini quizzes) will be performed using the university learning management system (Canvas). All the lectures and information on weekly expectations will be provided via canvas.

1) Class participation (mandatory) through mini quiz (144 points) and quiz submission. Class attendance and comprehension will be assessed using Canvas. Throughout each lecture, questions related to the lecture will be posted and must be answered within 3 minutes! Questions can be answered using a smart phone Canvas app, a tablet or laptop web browser. The password for these assignments quiz will be published during the lecture at random times. 1 minute per question is dedicated to answering the question but you have in total 3 minutes to submit your answer after you access the question. The submission window will close after the end of the class period.

Any issue with your Canvas account must be notified to the instructors and/or the TA’s immediately (latest by the end of the class period). We encourage students to immediately check whether their attendance and credit is correctly being accounted for, for each class during the semester.

2) Quizzes (120 points, 17% grade). We will give 6 quizzes, which will consist of 10 multiple choice questions related to material covered in class. Material covered will be from the class-content covered between quizzes excluding the content during which the quiz is given. The instructors will give a detailed outlook of which lectures will be covered
for each quiz.

**Policy on making up Quizzes.** A make-up cannot be taken in advance and advance notice should be given to the TAs that the student will miss the scheduled quiz. Makeup of a quiz is scheduled for Friday during office hours of the week after the quiz. Every student requiring a make-up will be given a zoom-link and a TA will hand out the access password for the respective quiz. We offer quiz makeup in person – but if opting for online quiz makeup, we require a zoom link with a tuned-on camera. The TAs will be hosting the quiz makeup.

Failing to attend a makeup without valid reason will automatically lead to zero points for this quiz. To qualify for a makeup quiz, you must have a valid reason, like illness to yourself or a death of a family member, university valid excuse or something reasonable and notify the TA and instructors for your intent to make up the missed quiz (a written excuse-note via email needs to be submitted). **If you realize that you missed a quiz at the end of the semester you will not be eligible to retake this quiz!** If, however, the student has a valid doctors note or valid university excuse letter stating that the student could not take a quiz within the given time window, the student will be allowed to remake the quiz (within one week from the end of the excused time). You may or may not receive an email from the TA (as a courtesy) that you missed a quiz. It is the student’s responsibility for contacting the TAs (with instructor CC’d for scheduling a make-up. Please use the email subject header “EVR1001-quiz make-up request”. If you fail to request a make-up using this email-subject your email may not be processed in time.

3) Mid-term (140 points, 20% grade). The mid-term exam will include multiple choice and short answer questions. The test will cover topics and the material covered until the test. To qualify for a makeup exam, you must have a valid reason, like illness to yourself (doctors note required) or a death of a family member or a reasonable excuse as stated in the university policy. Make-up test will not be given in advance and advance notice must be given that the student will miss the test. Failing to attend a makeup without valid reason will automatically lead to zero points for this exam. The Mid-term is scheduled for **October 11th, 2022**. Unexcused absence will result in the loss of 140 potential points to your final grade.

4) Scientific Reasoning Assignment (86 points, ~12% grade).

This assignment will be based on the movie “Chasing Ice” and on scientific literature from peer reviewed scientific journals identified by the student and relevant to the broad topic of climate change. Students have to write a 1200 word original essay; the essay will consist of three parts. 1200 words is **minimum**! DO NOT exceed 1320 words otherwise 5 points per 10% over will be subtracted!

A) Background – 250 words - Introduction to climate change highlighting causes and evidence of changes in our climate, **this should focus on ice/glacier melting.** Students should use at least 3 scientific papers published in peer reviewed journals to provide context to this ([https://guides.lib.fsu.edu/getting_started/peer_review](https://guides.lib.fsu.edu/getting_started/peer_review)). In this paragraph students can choose to highlight the debate on whether anthropogenically caused climate change is real, pointing out arguments for both sides and then critically expressing their view.
B) Regional impacts/consequences of climate change (750 words) - Choose a region (Regions are not restricted to the USA and could include, for example: North/South Carolina, Virginia, Florida, Georgia or internationally Arctic/Antarctic Ice sheets, Syria etc…. to discuss global climate change related impacts to either society or biodiversity of this region. This section does NOT have to be related to glacier/ice melt. Impacts must be contextualized with at least one reference using a PEER REVIEWED SCIENTIFIC JOURNAL ARTICLE. The student may wish to cite additional references to back up their points.

C) Solutions (200 words) – discuss your view on potential solutions to global warming using scientific reasoning principles, and critically discuss the feasibility of implementing strategies pointed out.

Grading of this assignment will be strictly based on the given rubric, see below. Formatting of the document is defined within this rubric! Word count can be 10% higher but not lower! Following word limit and formatting requirements is important for professional development.

The essay will be checked for plagiarism! Please inform yourself regarding what plagiarism is!
The following rubric will be used to grade the essays:

<table>
<thead>
<tr>
<th>Scoring level</th>
<th>Background (30 points)</th>
<th>Regional impacts (30 points)</th>
<th>Solutions (15 points)</th>
<th>Writing Mechanics (6 points)</th>
<th>Formatting (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points: the section is less than 250 words, and the student does not provide peer-reviewed scientific evidence of climate change.</td>
<td>0 points: the section is less than 750 words, and the student does not indicate selected region or discuss impacts.</td>
<td>0 points: the section is less than 200 words, and students does not discuss a solution to climate change.</td>
<td>0 points: Grammar, spelling, punctuation, and word choice are weak throughout. The writing is consistently simplistic and repetitive. The writer’s use of language is imprecise and inappropriate.</td>
<td>0 points: Has the student done the following in formatting the paper?</td>
<td></td>
</tr>
<tr>
<td>10 points: the section is less than 250 words, and the student explains climate change but does not use any peer-reviewed scientific evidence (paper citations) of climate change.</td>
<td>10 points: the section is less than 750 words, and/or the student discusses impacts of climate change but not for a specific region.</td>
<td>10 points: the section is the required 200 words, students identify a solution to climate change but do not discuss the feasibility/logistics of implementing action.</td>
<td>2 points: Spelling, grammar, punctuation, and word choice errors are occasionally present and often confuse or distract the reader. The writing is simplistic and/or repetitive.</td>
<td>1) Times New Roman font 2) 12 point font 3) 1 inch margins 4) 1.5 line spacing 5) student name and class section on each page in a header</td>
<td></td>
</tr>
<tr>
<td>20 points: the section is min. 250 words, students explain climate change and provide less than 3 peer-reviewed scientific evidence (cited papers) to provide context.</td>
<td>20 Points: the section is min. 750 words, student clearly indicates a selected region and discusses impact to society or biodiversity but does not use any peer-reviewed scientific journal reference.</td>
<td>15 points: the section is the required. 200 words, students identify a solution to climate change and discuss the feasibility/logistics of implementing action.</td>
<td>3– 4 points: Few errors of spelling, grammar, or punctuation are found. The writing style is present and often confuse or distract the reader. The writing is simplistic and/or repetitive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 points: the section is min. 250 words, students explain climate change and provide at least 3 peer-reviewed scientific evidence (cited papers) for context.</td>
<td>30 Points: the section is min. 750 words, student clearly indicates a selected region and provides context.</td>
<td>20 points: the section is min. 250 words, students identify a solution to climate change and discuss the feasibility/logistics of implementing action.</td>
<td>6 points: Few or no errors of spelling, grammar or punctuation are found. The writing style is clearly mature, and the use of language is appropriate, precise, and engaging.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each paper will be evaluated by the TAs. The papers will also be examined for potential duplication (plagiarism). More detailed instructions will be provided during class. The movie “chasing ice” is available to watch on CANVAS. It is expected that students will watch this movie as homework. Submission of the writing assignment is required via CANVAS on November 1st, 2022 11:59pm EDT.

Policy on late assignment – If assignments are submitted late for a reason that does not fall within the university policy (documented illness, deaths in the family and other
documented crises, call to active military duty or jury duty, religious holy days, and official University activities) **10 points will be taken off per day** that the assignment is late. **A maximum of 5 calendar days is allowed for late submission before your score is reduced to 0%.**

**Peer reviewed scientific journals:**
Definition: A publication that contains original articles that have been written by scientists and evaluated for technical and scientific quality and correctness by other experts in the same field.

Information how to identify peer reviewed sources can be found here: [https://www.angelo.edu/library/handouts/peerrev.php](https://www.angelo.edu/library/handouts/peerrev.php) and here: [https://guides.lib.fsu.edu/getting_started/peer_review](https://guides.lib.fsu.edu/getting_started/peer_review)

Please make yourself familiar with ethical writing.

**Plagiarism:**
We take plagiarism in this assignment very seriously. If you intentionally or unintentionally plagiarize your assignment your submission will not be counted and you will receive zero (0) points. Please refer to plagiarism here: [https://guides.lib.fsu.edu/plagiarism](https://guides.lib.fsu.edu/plagiarism). Each submission will be checked automatically for plagiarism- the FSU system compares your submission with databases around the world including past submissions at FSU and other schools (including K-12), internet sources, peer reviewed articles, newspaper articles, etc.. If your submission comes back with more than 30% suspected plagiarism you will automatically undergo additional analysis.

**Final (210 points, 30% grade).** The final exam will include multiple choice and short answer questions. **The final is cumulative!** i.e., Questions from the full course material will be asked! Further information will be given at the review for the final exam session. Make-up finals will not be given in advance and advance notice must be given that the student will miss the final. To get a makeup exam, you must have a valid reason, like illness to yourself or death of a family member, something reasonable that falls within the university policy (documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities).

The registrar is responsible for the exam week schedule. Dates are posted under: [http://registrar.fsu.edu/registration_guide/spring/exam_schedule/](http://registrar.fsu.edu/registration_guide/spring/exam_schedule/)

**Policy on final grades.** All grades are final and not subject to negotiation.

READING ASSIGNMENTS (suggested, tentative and subject to change). Specific reading assignments can be given during the preceding lecture (and posted to canvas). **Please do your reading prior to coming to class** (this will help you to earn “in-
class” credit, which is a substantial portion of your grade). The content of reading assignments and “in-class” questions can be subject to testing in quizzes and exams.

**Reasonable Accommodation**

2. Bring a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of class. (This syllabus and other class materials are available in alternative format upon request.)

**Academic Honor Code** see [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy)

Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook and online at the above web address. The Academic Honor System of Florida State University is based on the premise that each student has the responsibility

1. to uphold the highest standards of academic integrity in the student’s own work,
2. to refuse to tolerate violations of academic integrity in the University community, and
3. to foster a high sense of integrity and social responsibility on the part of the University community.

**Academic Honor Policy:** The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy))

**Copyright notice:**

This course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials are copyrighted and which are not.

For more information, see the FSU Copyright Guidelines.

**Americans With Disabilities Act:** Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:
Free Tutoring from FSU For tutoring and writing help in any course at Florida State University, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu for more information. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies offers a transformative experience; this course has been approved as meeting the Liberal Studies requirements and thus is designed to help you become a critical appraiser of scientific theories and the facts that support them.