

EVR1001 Online
Summer B: 6/28 – 8/8/2023

I. Course Information

<p><u>Course Title:</u> Introduction to Environmental Science</p> <p><u>Section:</u> EVR 1001, 80</p> <p><u>Instructor:</u> Leann Manley M.S.</p> <p><u>Credits:</u> 3</p> <p><u>Course and Office Location:</u> online</p> <p><u>Office Hours:</u> online, 9 am – 10 am M and W; * e mail me for a Zoom appt If needed</p>	<p><u>E mail:</u> through canvas only (to be sure that it doesn't go into a spam folder). I check e mail frequently on weekdays (24 hours or less for a reply), though not from Friday night through early Monday morning.</p> <p>Extended Emergency Closure: "For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our website (CF.edu)."</p>
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II. Course Description

What are some basic facts I need to know about this class?

It will help to have a sense of curiosity about how all living things play a role in the functionality of what we know as nature. It helps immensely if you understand this syllabus (especially the time table), and having a reasonable attention span are all helpful to do well in this class. It is expected that any student enrolled in an **online college course** has access to a consistently working computer and internet (fast enough to access the course materials). And it is expected that if something technological (computer and, or internet) goes down a back up plan is established. The vocabulary is extensive in introduction college courses, an efficient and consistent (daily studying) work ethic is needed to do well in the class; for each weekly credit hour using the online materials (videos) for this class, set aside minimally **1 hour** of additional studying. For a regular term this **equates to 3 hours of lessons, and 3 hours of studying/ assignments each week. For a summer, or a B term course that time doubles because the length of the class is halved covering the same amount of material.** This is actually less time than typically expected in college courses; click on and complete this online [studying time calculator](#) (be sure to enter in the correct # of weeks in the term). All communication will be through Canvas e mail, be sure to check it often, and look for announcements!

What will I learn in this course?

This course is a general introduction to environmental science that will illustrate how energy and materials (e.g., organic matter, nutrients, water, etc.) flow through different environmental systems (i.e., atmosphere, land, oceans, etc.). You will learn about the important processes that influence the flow of matter and energy, the interactions among those systems, and how natural and human-induced environmental changes alter these flows.

What materials and textbook do I need for this course?

1. Materials: A working computer with internet access: canvas issues? dlhelp@cf.edu or click on the help link (bottom left of left hand margin in canvas). CF portal issues, e mail jthelp@cf.edu Taking an online course means that you have a contingency plan for any technological issues. **Internet and computer outages are not acceptable excuses for missed due dates; be proactive for assignment due dates and, if you don't already have one, develop a tech failure back-up plan.** Please us Chrome, it's easier.
 2. Textbook: [Introduction to Environmental Science](#), Flexbooks; provided free as a pdf on canvas
- **No access to *Canvas page* during the first week of the term? e mail me your student ID # and course title asap

How are grades earned? (multiple due dates each week, find a method that works for you to keep track of these!)

Students are responsible for accessing the presented resources in order to complete the brief calibrated peer review writing assignments. Calibrated Peer Review (CPR) assignments are brief writing and reading assignments that will have two due dates **each week**. Other than the brief syllabus quiz, and the brief reflective summary homework assignment at the end of the course, the calibrated peer review assignments make up the main component of your grade. Because we are all busy, the best plan is to complete all assignments the day before they are due; though all of us make mistakes, *so this is the back up plan*, read this **carefully**:

For those who missed a due date this term, there is a cumulative written (essay) final exam that can replace a missed assignment. This exam is **not** mandatory . ****For those who might find their self in need of this offer:** 1) *you must notify me no later than 1 week before the end of the term;* 2) *you must make arrangements with a CF testing*

facility (or **approved** facility) to take this exam, **after** notifying me. If you do not take it at a CF testing center, a fee might be incurred for a proctoring service (this would be your decision as this is **not** mandatory). All due dates for CPR assignments and Canvas homework assignments are on the course schedule table – **PRINT out this table** and post it somewhere that you will see daily! There are **no late submissions** accepted (**no reopening of assignments**).

III. Assessment

What is the skinny on how to do well in this class?

If you take your time and read the suggested chapters before starting a CPR assignment you should do well. Once you are ready to start the assignment for that week, be sure to read ALL of the instructions, so you know what resources to use (many of the assignments have brief videos to assist you and assigned chapters in the online book). The key is to complete each CPR assignment thoroughly (meeting **both due dates** for each CPR assignment), and **you should do well in this class**. Remember, any files in canvas must be downloaded to your desktop in order for the search feature to work correctly. Because this is an online class I incentivize you all to post and reply in discussions on the canvas course page. The discussions are a digital study group area – use it, I moderate it frequently!

***Learning is difficult, though your perseverance will pay off.* The vocabulary in this class is extensive, so it is necessary to study efficiently, and consistently, in order to do well. From a prior term's anonymous student surveys, **they suggested the following study time requirement in order to do well: 25% said 30 min/day, 48% said 60 min/a DAY, 20% said 90 min/day** ...just passing on advice from your peers.

Attendance Policy: Official CF attendance taken using the **Syllabus Quiz**; forgetting to complete this assessment will delay this.

(CPR) Calibrated Peer Review Writing Assignments: General Instructions

***TEXT (1st due date):** **1)** log on to the CPR site, open the CPR assignment for that week, read ALL instructions in the assignment, type your short response in a Word doc using the prompt and guiding questions (word count given in assignments). **2)** copy and paste your response from the Word doc into the CPR site text box and click [submit]. To copy and paste your text into the CPR site, you must use **keyboard shortcuts**: Ctrl C = copy; Ctrl V = paste. You are required to triple check that the CPR site accepted your written text/response (“The CPR site didn’t take my submission” will not be accepted as an excuse for no text submission...log out and log back in to check.) Note: if you don’t submit the text, you have no work for the computer to *randomize* (in other words, you cannot continue in the assignment – be **SURE** your text is submitted properly).

***RATINGS/READING (2nd due date) - 3)** wait till the text submission due date has passed (1st due date – see course schedule table), then you may move on to the ratings. The first section contains the Calibration responses; you will be assigned 3 random calibrated responses to rate – this will get you on track to the grading questions (I rated these responses in advance, *your aim is to score within 2 points of my rating*, in other words, within 2 *standard deviations* from the mean – the average). You will be provided questions (grading questions) that each have a point value to use when you rate the responses. Hint, once you find the calibration response that earned all 10 points – study it, this is preparation for the exams! Once you rate all 3 Calibration responses, then move on to rate the 3 Review responses. Lastly, you are to rate your own response (if you haven’t rated 7 responses, you aren’t finished). If you get stuck as you are rating, reflect on the calibration response that earned all 10 points to discern correct from incorrect. Note, on the CPR site only there is 3rd (calibration) due date - **ignore it**. There is no calibration due date, use the due dates on the course schedule table. **4)** You must rate all 7 responses: 3 calibrations, 3 reviews and your own response before the 2nd due date (see course schedule table). Remember to reflect on this information while completing each CPR assignment.

Each CPR assignment takes the average student approximately 2-3 hours total (1.5 ish to write their response, then 1.5 ish – to complete all of the 7 ratings. CPR assignments are a great study tactic to learn the content of this class! They also make you discern between reasonably written material that is correct from that which is incorrect. You will improve with each assignment. This is an excellent critical thinking component of your learning! Again, these instructions are a lot to take in before seeing the system, don’t stress about this!

Be proactive and do plan to finish at least 1 day ahead of time for the CPR 1.

Semester grades will be assigned as follows:

A = (100-90%) B+= (89.9-87%) B = (86.9-80%) C+= (79.9-77%) C = (76.9-70%) D = (69.9-60%) F = (< 59.9%)	Assignments 1 syllabus quiz 5 CPR assignments 1 summary Canvas assignment
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IV. Course Schedule (Table with all assignment due dates)

Week (Mon – Sun)	PRINT OUT (& follow) this table Commit to > 1 hour each day Weekly Chapter Reading Guide	Weekly Assessments/Assignments : <i>no resetting of due dates</i>	
Week 1 6/28 – 7/2 (short week) Pace yourself using this timeline!	Click here for the CPR site *Take the CPR tour and pretest ASAP Registration help? Click on, New User , & register. Write down your CPR username! Bookmark it! After registering and logging on, still need help? Click here .	1) Syllabus quiz > 2) Complete Calibrated Peer Review tour & pretest > Summer terms move FAST!	Due 7/2, Sunday, 10 pm (use the syllabus!) <u>Official CF attendance taken</u> with completion of this quiz. Register for the CPR site this week!
Week 2 7/3 – 9	Chapters 13 & 18 CPR 1 (Cost Benefit Analysis)	1) CPR#1 text submission > <i>Triple check your submission took</i> 2) CPR#1 ratings >	Due 7/5 (Wed., 10 pm, triple-check !) Due 7/9 (Sunday 10 pm)
Week 3 7/10 - 16	Chapters 3, 6 & 14 CPR 2 (Energy & Matter)	1) CPR#2 text submission > 2) CPR#2 ratings >	Due 7/12 (Wed., 10 pm, triple-check !) Due 7/16 (Sunday 10 pm)
Week 4 7/17 – 23	Chapter 16 CPR 3 (Water)	1) CPR#3 text submission > 2) CPR#3 ratings >	Due 7/19 (Wed., 10 pm, triple-check !) Due 7/23 (Sunday 10 pm)
Week 5 7/24 – 30	Chapter 4 & 6 CPR 4 (Interactions)	1) CPR#4 text submission > 2) CPR#4 ratings >	Due 7/26 (Wed., 10 pm, triple-check !) Due 7/30 (Sunday 10 pm)
Week 6 7/31 – 6	Chapters 4, 7, 12, 14 & 16 CPR 5 (Nutrition & the Environment)	1) CPR#5 text submission > 2) CPR#5 ratings >	Due 8/2 (Wed., 10 pm, triple-check !) Due 8/8 (Sunday 10 pm)
Final Assignment	Summary Homework Assignment	1) Canvas assignment >	Due 8/8 (Tuesday 10 pm)

*This syllabus/schedule of material will serve as a guideline for the course and is subject to change by the instructor.
Questions on the content of this syllabus will be assessed.

Any grade disputes must be brought to the instructor within one week of grade posting. No extra credit is available in this course.

General EVR 1001 Policies

- Do the assigned work, use the study suggestions, and ask questions as needed and you will succeed!
- There are **no make up assignments, extra credit, or resetting of due dates.**
- In a college class knowledge of computers and the internet is assumed, so it is assumed that *you have a contingency plan for if your internet goes down*. An internet outage is not a viable reason for missing information or a due date: **1)** do not wait till the last minute, and **2)** head to your 2nd choice for internet access
- Any canvas issues should either be directed to dlhelp@cf.edu or click on the word help (*bottom left of canvas page*)

- E mail questions may **not** be replied to if sent **within** 24 hours of an assignment due date, **do not procrastinate**, especially on the initial assignments – there is always a learning curve on any computer software interaction!
 - Your name on Canvas must match your name with CF before attendance will be submitted; politely e mail dlhelp@cf.edu
 - If you want **extra credit**, study extra; studying time directly correlates to a grade (*grade = the % of material learned*)
 - Cheating and plagiarism will not be tolerated; engaging in these activities will result in a grade of “FF” for the course
 - It is the student’s responsibility to drop the class by the college drop dates (see dates below) if desired. Check with the instructor if you have questions concerning your grade/class progress (*this is updated on Canvas weekly*)
 - Student (access) services students must notify me of their exam at least 24 hours before the scheduled exam in an e mail.
 - **Netiquette** is **expected**: *considerate, topic appropriate, non offensive communication* is **required**. Unclear? Ask me first!
- Tutoring Options:** **1)** e mail me to schedule a study group session (see office hours); **2)** [Tutoring center](#) in the Ocala campus library; **3)** Smarthinking (if issues, E Learning help desk - dlhelp@cf.edu or (352) 854-2322 x 1317 or ext 1847).

<p><u>A few things that college students do that sabotages their education</u></p> <p>Not read and acknowledge the syllabus – it is a contract</p> <p>Not complete assignments on time</p> <p>Pay for classes and not invest your time and attention studying</p> <p>Not plan ahead, time management is needed to be successful</p>	<p><u>Checklist for grade improvement & office appts:</u></p> <p>* Complete all assignments on time</p> <p>* Post questions to the discussions on canvas</p> <p>* Study the materials 60 min <u>daily</u> (B term)</p> <p>*Print out the 10 calibration response for review</p>
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What is the point of taking a class that is not aimed at my major?

There are a few ways to answer this question, and I choose the mental fitness angle. Learning new information, no matter the content, builds mental fitness. This idea is like a football player being made to run intense sprints for an hour, even though he is not a competitive runner. The sprints performed at practice increases his fitness level in order to make him a better football player. Similarly, different classes you take to earn your degree are supposed to be challenging (rigorous) in order to push you to develop skills to learn, process and recall new information efficiently and accurately. If the classes are not challenging, it would not push you to learn just like if the football player only jogged instead of sprinted – his fitness would not increase and it would be a pointless exercise. Once you pick up a few of these learning skills, learning in general will become easier, and ultimately what you learned isn’t just making you a rounded person, it is a valuable, employability skill. These skills you develop to earn good grades in challenging courses will help you achieve in the career you choose.

VI. Learning Outcomes (this table is a general guideline of EVR 1001 course objectives)

College of Central Florida Learning Outcomes (aka, student objectives for this course)	Assignments
Critical Reasoning: The student will reflect, analyze, synthesize, and apply critical thinking.	
1. Accurately interpret evidence, statements, graphics, questions, etc.	X
2. Identify important arguments.	X
3. Thoughtfully analyze and evaluate alternative points of view.	X
4. Draw valid conclusions.	X
5. Justify and explain assumptions and reasons	X
Communication: The student will read, write, speak, and listen effectively.	
1. Read materials and effectively understand essential facts and concepts.	X
2. Write an organized document that communicates effectively and appropriately for the situation.	X
3. Listen actively to comprehend main ideas and essential details.	X
Quantitative and Analytical Reasoning: The student will understand and apply mathematical and scientific principles and methods.	
2. Identify and organize relevant information and complete the solution of an applied problem.	x

3. Interpret and communicate understanding of visual representations of data.	x
4. Demonstrate mathematical number sense and unit sense.	x
Global Socio-Cultural Responsibility: The student will be an informed and responsible citizen in social, cultural, and global matters.	
2. Identify scientific principles underlying human influence upon the Earth and its inhabitants.	x
4. Understand the local and global connections among power, and knowledge	x
5. Understand the local and global connections between self-direction, cooperation, respect, responsibility, and integrity.	x
Computer & Information Skills: The student will be able to evaluate the importance of technology and its applications.	
1. Organize data or information using appropriate electronic media.	x
2. Access, research, and retrieve information using the Internet.	x
3. Communicate with others using electronic media.	x

College Policies are found on your canvas page – left hand margin

E mail template for correspondence with instructors:

Dear Professor, **be sure the name is spelled correctly,*

I am writing this e mail to you because **replace this with your concern.*

I have looked diligently over the class materials (*e.g.,* assignment instructions and, or syllabus) for an answer but couldn't find it. My question to you is **replace this with your question/concern.*

Thank you in advance for your assistance and I look forward to your reply.

Sincerely,
** your full name here*

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are a wide range of resources and support services available to you. When students are connected early to resources and support systems on campus they are more likely to stay in classes, perform better in those classes, and complete their path more quickly. One example is through an Early Support Program, where you may receive an email indicating your professor or advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well. Additionally, we offer disability services, a testing center, and many other resources which are all available to you. [Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports.](#)

Stressed and need someone to talk to? counseling services to students are available free of charge by State of Florida licensed clinicians either on campus or off campus. Off campus, CF has a system that is anonymous and free called Baycare. A student may call the toll free number, 1-800-878-5470 (twenty four hours per day, seven days per week) for assistance or visit the [Baycare website \(Links to an external site.\)](#). There are also counseling services at CF: Contact 352-854-2322, Ext. 1760, or 352-854-2322, Ext. 1286 for more information.