

DRAFT SYLLABUS ENST 100: Introduction to Environmental Studies

FALL 2021 Tues/Thurs 2:00-3:20 PM: Lectures in CPA 101

Instructor: Dr. Julie Hopper

Email: juliehop@usc.edu

Office Hours: Outdoors or Zoom

By Appointment

Course Description:

This course will give you an overview of how the natural world works, the ways in which humans are perturbing the natural world, and the ways in which the challenges of environmental degradation are (or are not) being addressed by society and government.

Course Learning Objectives:

Learning objectives in this course are aligned with those of the Environmental Studies Program: <https://dornsife.usc.edu/environmental-studies/learning-objectives/>

- Describe physical, chemical, and biological aspects of the environment
- Demonstrate the ability to critically think and solve problems in the realm of environmental processes and issues
- Discuss issues facing the environment from a scientific and social perspective
- Examine how environmental issues affect humans, from multiple perspectives
- Examine solutions to environmental degradation through law, policy, science and technology, and human behavior

FREE Course Text & Readings:

- Miller and Spoolman, 2016. Environmental Science. Delmar Cengage Learning, 15th Ed. **FREE ONLINE through USC Libraries** (use your proxy server/VPN)
 - <https://www-r2library-com.libproxy1.usc.edu/Resource/Title/1305090446>
 - Also available as a paperback (\$\$) <https://www.cengage.com/c/environmental-science-15e-miller/9781305090446/>
- Additional readings will be assigned and available on Blackboard

Course Requirements & Expectations:

See expanded classroom ground rules and zoom etiquette toward the end of this syllabus

- **Come to class prepared and engage in discussions, individual and group work***
 - Take pair work or small group work seriously.
 - Make an effort to get to know other students.
 - Share responsibility for including all voices in the conversation.
 - Understand that others will come to these lectures and discussions with different experiences from yours.
- **Leave cell phones off during the lecture and stay engaged**
- **Be respectful of instructors and other students in class***
 - Listen respectfully
 - Be open to changing your perspectives based on what you learn from others.
 - Understand that we are bound to make mistakes in this space.
 - Understand that your words have effects on others.
 - Understand that there are different approaches to solving problems.
- **If you have to miss class make sure to notify the instructor beforehand and watch the lecture recording and makeup any in-class activities within 48 hours**

Online Course Portal, Blackboard: This course will use Blackboard for communication, information and submitting assignments. I encourage all of you to email me with questions, or to set up an office hour by appointment as needed. Communication is Key! **Please contact me with any issues that are impacting your ability to learn and I will try to help or will refer you to someone that can.** Lectures will be in person and via zoom if needed. Lectures will be via Zoom only after Thanksgiving Break with links provided on the left-menu in blackboard. You are responsible for all notifications and assignments posted online via BlackBoard. *Let Dr. Hopper know by the first lecture if you have trouble accessing BlackBoard.* Typically lecture slides will be available before the lecture is given.

Grade Breakdown	Points	% of Grade
Midterm and Final Exam	200	50%
Ecological Footprint	8	2%
News Bias Analysis	12	3%
Participatory Activities	80	20%
Endangered Species Blog post	50	13%
Letter to a Leader	30	8%
Documentary Reflection	20	5%
TOTAL	400	
<i>Extra Credit</i>	<i>10</i>	

Grade Breakdown	Points	% of Grade
Grading Scale: A	93-100	A-
B+	87-89	B
B	83-86	B-
C+	77-79	C
C	73-76	C-
D+	67-69	D
D	63-66	D-
		F
		59 and below

Statement on Academic Conduct:

Plagiarism-Presenting someone else’s ideas as your own, either verbatim or recast in your own words, is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientificmisconduct>.

Overview on Exams: The midterm and final will take place via a timed Respondus test on Blackboard. If there is a conflict with an exam, or if you have DSP time extensions, or if you are in a very different time zone, you **must** email the instructor *Two weeks in advance* to see if alternative arrangements can be made. **Make-up exams will be more difficult and will not be given except in extreme emergencies that you can produce concrete proof for.** If a student misses an exam without an excused reason, they will receive a zero. Exam questions will be draw from course readings, activities and lecture materials, and will include multiple choice, T/F, fill-in-the-blank, short answer and essay questions. Failure to comply with exam policies will automatically result in a grade of “0”.

Policies on Assignments and Class Activities

Late Assignments will have 20% deducted each 24 hours, with the first 24 hour deduction starting 5 min after the deadline. Instructions for all assignments are on Blackboard (BB). **Regarding in-class activities:** If you cannot make it to a class, you will need to make up any associated in-class activities (5 pts each) within 48 hrs (due by 1:50 PM). To know whether an in-class activity occurred, you will need to watch the zoom recording (*if applicable*) and email me directly. Assignments and activities will be graded and posted on blackboard ~ within two weeks after the due date.

Overview of Assignments: All due by 1:50 PM (California Time) via Turnitin (BB)*

Each of the below assignments are described in more detail on blackboard.

Ecological Footprint Stats and Reflection: Due Aug. 26th

https://www.footprintcalculator.org/?gclid=Cj0KCCQjw0YD4BRD2ARIsAHwmKVlnn1g-BFx5LHSlQdJmF9lar3rv7vgo1xzIYu58W77ulCggPY0kNNsaAu4yEALw_wcB

News Bias Analysis: You will submit a ~1 page analysis on media bias based on articles from three different media outlets covering the same environmental issue. Guidelines for this assignment and the links to the three articles will be posted on BlackBoard. **Due Sept. 2**

Endangered Species Blog: Involves researching an endangered species and its recovery plan. Culminates in a blog for use in an in-class discussion about choices in funding species recovery. See Blackboard Instructions for more information. **Due Sept. 21st**

In-Class Activities/Discussions (5-20 pts each): Throughout the course you will be exposed to media, data based activities and in-depth discussions in class. *Several are noted in the schedule below.* Points are awarded via question worksheets or via activity-based discussions. In-class activity worksheets/reflections will need to be turned in within 48 h.

Letter to a Leader: ~2 page letter to a member of congress or the CEO or head of sustainability at a company expressing your views on a current environmental issue. The letter will be formatted as a formal letter, (with letterhead) and should be as persuasive as possible. Use evidence to support your plea. **Due Nov. 16th** . Extra credit (3 pts) will be given for actually sending your letter: Extra Credit Proof of submission due by Nov. 23rd.

Zero-Waste (Participatory) Activity (10 pts): For one week, keep a written log of everything that you put in the trash, recycling and/or compost. During this time, implement several of the zero-waste tips in the instructions for this activity on BB. **Due Nov. 4th**

iNaturalist Activity Extra Credit (7 pts) – For this activity, you will use the iNaturalist app to take and submit photos of ≥ 10 different wild organisms (plants or animals) & write a reflection based on the activity prompts on BB (**Due Nov. 23rd via BB**).

Documentary Reflection: You will watch a documentary relating to the science behind climate change, and will submit your answers to the reflection questions. **Due Nov. 30th**

-> **Class Schedule on Next Page**

Course Schedule (subject to slight changes)

Date	Topics/Daily Activities	Readings	Deliverable/ Due Dates
Aug. 24	L. 1. Introduction And Course Overview	Ch. 1	
Aug. 26	L. 2. What Is Science? Measures Of Env Health & Interpreting Data	Ch. 1	Ecological Footprint Due
Aug. 31	L. 3. Earth As A System: Matter, Energy, And Change	Ch. 2	
Sept. 2	L.4. Climate and Biomes	Ch. 7	News Bias Analysis Due
Sept. 7	L.5. Ecosystem Ecology	Ch. 3	
Sept. 9	L.6. Population and Community Ecology	Ch. 5	
Sept. 14	L.7. Genetics & Evolution	Ch. 4	
Sept. 16	L.8. Biodiversity	Ch. 4	“Trophy” Documentary or “Rhino-Hunter” Disc.
Sept. 21	L.9 Conservation and Endangered species	Ch. 8	Endangered Sp. Blog Due
Sept. 23	L.10. Human Pop. Growth And Demographics	Ch. 6	
Sept. 28	L.11. Cultures & the Environment: Past-Present	BB Reading	In-Class Activity (10)
Sept. 30	L.12. Land Resources	Ch. 9 & 12	
Oct. 5	MIDTERM (via Blackboard respondus) Covers Lectures 1 -12 + Readings		Timed MIDTERM via Blackboard, starts at 2PM
Oct. 7	L.13 Agriculture and Agroecology	Ch. 10	
Oct. 12	L.14. Freshwater and Marine Resources	Ch. 11	
Oct. 14	Fall Recess	---	No Class- Fall Recess
Oct. 19	L.15. Freshwater and Marine Pollution	Podcast <i>before class</i>	Clean Water Act Activity (15)
Oct. 21	L.16. Nonrenewable Energy	Ch. 13	
Oct. 26	L.17. Renewable Energy	Ch. 13	
Oct. 28	L.18. Air Pollution and Solutions	Ch.15.1-15.3	<i>Start zero-waste activity</i>
Nov. 2	L.19 Noise and Light Pollution	BB Readings	
Nov. 4	L.20. Waste Generation, Disposal & Recycling	Ch. 16	Zero Waste Activity (10)
Nov. 9	L.21. Sustainability and USC	Ch. 17	Sustainability Activity (5)
Nov. 11	L.22 The Environment and Human Health Risks	Ch. 14	
Nov.16	L.23. Global Change- Invasive Species	BB Reading	Letter to a Leader Due
Nov. 18	L.24. Climate Change	Ch.15.4-15.7	
Nov. 23	L.25. Climate Change and Policy + Evals	BB Reading	Extra Credit due
Nov. 25	Thanksgiving Break	--	No Class- Thanksgiving
Nov.30	L.26. Documentary, no in-person class		Documentary Qs Due
Dec. 2	L.27. Env. Justice, Research and Policy via Zoom		Env. Justice Activity (15)
Dec. 9	Remote Final Exam via Respondus on Blackboard Thursday @ 2PM California Time		

Expanded ENST classroom ground rules and Etiquette

- **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- **Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
- **Understand that we are bound to make mistakes in this space, as anyone does when approaching complex tasks or learning new skills.** Strive to see your mistakes and others' as valuable elements of the learning process.
- **Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
- **Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.
- **Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
- **Make an effort to get to know other students.** Introduce yourself to students sitting near you. Refer to classmates by name and make eye contact with other students.
- **Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.

IT, Academic and Student Support Systems

For Zoom or general IT USC Support: Phone: (24/7): 213-740-5555; Email consult@usc.edu

For Blackboard Support: Phone: 213-740-5555 (option 2, assistance 24/7) blackboard@usc.edu

Research Support: Need to do research but don't know where to start? Not sure how to cite a source in your bibliography? Ask a librarian! <http://libguides.usc.edu/> **General Academic Support:**

The Kortschak Center for Learning and Creativity provides customized support services to help students transition into college and achieve their academic goals. <https://kortschakcenter.usc.edu/>

Counseling and Mental Health - (213) 740-9355 – 24/7 on call studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours/day, 7 days/week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298 equity.usc.edu, titleix.usc.edu Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298 usc-advocate.symphlicity.com/care_report Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776 dsp.usc.edu Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710 campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu, emergency.usc.edu Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC) ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.