

### Basic Course Information

Semester	<b>Fall 2015</b>	Instructor's Name	<b>Charlotte Murray</b>
Course Title & #	<b>ENVS 110</b>	Instructor's Email	<a href="mailto:charlotte.murray@imperial.edu">charlotte.murray@imperial.edu</a>
CRN #	<b>Ag; 10007 &amp; Envs; 10008</b>	Webpage (optional)	
Room	<b>2721</b>	Office (PT Faculty:809)	
Class Dates	<b>Aug. 17 through Dec 11</b>	Office Hours (n/a for PT Faculty)	n/a
Class Days	<b>Tuesday &amp; Thursday</b>	Home Phone #	<b>760-357-2865</b>
Class Times	<b>4:45-6:10 pm</b>	Who students should contact if emergency or other absence	<b>Contact me by phone or e-mail or Silvia Murray 760-355-6201 or Ofelia Duarte 760-355-6155</b>
Units	<b>3 units</b>		

### Course Description

This course is designed to provide students with an overview and understanding of the relationships between human populations and the natural environment. The class will focus on basic concepts of science and ecosystem theory, human impacts on the biosphere, air, water, land and environmental problems faced by the Imperial Valley that may have regional and global consequences, and some of the proposed solutions. (CSU, UC)

### Student Learning Outcomes

Upon course completion, with a grade of "C" or better, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to:

1. Identify important issues in environmental science at the local, state, national and international levels, such as; air and water quality, species diversity, soil and land use etc. This will include the various causes, possible long term repercussions and possible solutions. (ILO1, ILO2, ILO3, & ILO4)
2. Identify traditional and alternative energy sources including advantages and disadvantages of each. (ILO2 & ILO4)
3. Discuss the growing human population and the related demand for resources (water, power, soil, hunger, etc.) and the impact that it places on agriculture. (ILO1, ILO2, ILO4, & ILO5)

### Course Objectives

Upon satisfactory completion of the course, students with a grade of "C" or better will be able to:

1. Describe the role of science, the use of the scientific method, the importance of stewardship, and the concept of sustainability in the environmental field. The student will also identify local and global environmental challenges.
2. Recognize and describe the science, structure, function, dynamics, adaptations of and major threats to local and global ecosystems.
3. Describe the environmental impacts of human population growth and material consumption nationally and internationally. The student will also identify some of the solutions that can address the population and consumption challenges.
4. Describe the importance of protecting wildlife and habitats and conserving biodiversity. The student will identify endangered species found at the Salton Sea and local deserts and describe efforts to protect them. The student will also describe the characteristics of distinct local habitats (the Salton Sea, deserts, agriculture) and the efforts of effectively manage and conserve them.

5. Describe the hydrological cycle and identify ways that humans negatively impact it. The student will describe the quality of fresh water globally and identify major sources of water pollution. The student will apply these principles to local bodies of water such as the New, Colorado and Alamo Rivers, and the Salton Sea. The student will also describe the political aspects of water allocations of the Colorado River and its impact on the Imperial Valley.
6. Describe the state and federal laws and regulatory agencies that govern environmental concerns of air, water, land, human health, and chemical hazards. The student will also describe the use of cost-benefit analysis in the development of environmental policies.
7. Identify common human health effects of environmental exposures. The student will recognize the steps involved in risk perception affects individual and group decision making, and strategies for managing risks.
8. Describe agricultural practices in the Imperial Valley with regard to the following concepts: soil characteristics; use of irrigation; the benefits and drawbacks of pest control and fertilizer use; the environmental impacts in air, water and soil and the economic impact regionally and nationally.
9. Identify the major sources of air pollution locally and nationally. The student will recognize the benefits and environmental impacts of fossil fuels and describe alternatives to its use such as the development of solar, wind and geothermal energy and the development of public transportation systems and alternative fuels for vehicles.
10. Describe how materials are managed to minimize or eliminate environmental impacts. The student will identify the federal regulations governing the clean-up and handling of chemical had hazardous materials. The student will also describe the process of managing solid waste from source reduction to recycling.
11. Identify solutions to local and global environmental problems. The student will also describe how politics, citizen involvement, and personal commitment can shape these solutions.

### Textbooks & Other Resources or Links

- Environmental Issues & Solutions; A Modular Approach, by Norman Myers – ISBN 978-0-538-73560-5

### Course Requirements and Instructional Methods

Every other week students will submit two articles **on the same subject** that deal with human impacts on the environment (eg. Earthquakes affect humans but we do not cause them – earthquakes are NOT good subjects for these articles). The articles can come from the news paper, the internet, or a news magazine etc. The articles must be at least a page long and combined they should be about 5 pages total or longer. Write a brief description on what each of the articles say – a little like a short book report. Then give your opinions on the articles – both a positive and negative. This critique/opinion should be about the information the articles contain NOT about how well they were written. The scoring for the articles is as follows: 5 points for the 2 articles, 5 points for the write-up, and 5 points for your opinions. Points will be deducted if: the articles are late; the articles are too short; you have only one article, the discussion is poor or too brief. **An extra 5 points will be given if at least one of the articles covers a local environmental issue.**

Articles and the write-up can be submitted in a printed format or by e-mail. E-mail is the **preferred** method.

### Course Grading Based on Course Objectives

Class grading will be based on points accumulated in the following ways.

- |   |                               |
|---|-------------------------------|
| • 3 Exams covering chapters assigned    | 150-200 points each           |
| • Quizzes – given every other week      | Total points 100 – 150 points |
| • Articles -- required every other week | Total points 100-200 points   |

- Exams may include true/false, multiple choice and short answer questions. Missed quizzes and exams must be made-up. However, they must be made-up at the next class meeting unless otherwise discussed. Asking to make-up missed quizzes or exams is your responsibility.

Grading: A = 100 – 90%

B = 89 – 80%

C = 79 – 70%

D = 69 – 60%

F =  $\leq$  59%

There is no extra credit offered. I need you to learn what I ask you to learn.

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- The class period is less than 2 hours long, please come prepared to remain for the entire 2 hours. Students that repeatedly leave early or repeatedly leave and return during class may be dropped or see their grades impacted, as this behavior is disrespectful and disruptive to the other students and the instructor.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices (unless being used to take notes etc.) must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.
- Students that leave during the middle of an exam, unless specifically excused by the instructor, may be forbidden from returning to complete the exam, as an effort to prevent cheating.
- Anyone caught cheating or helping others to cheat will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other

misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

**Fall 2015 Schedule -- subject to modification.**

DATE	CHAPTER	What is due on Thursday
Aug 18 & 20	Chapter 8 Species Extinction	
Aug 25 & 27	Chapter 8 continued	<b>Article</b>
Sept 1 & 3	Chapter 8, Start Chapter 1 Environmental Sci. & Sustainability	<b>Quiz</b>
Sept 8 & 10	Chapter 1 continued Start Chapter 4 Food Resources	<b>Article</b>
Sept 15 & 17	Chapter 4 Continued	<b>Quiz</b>
Sept 22 & 24	Chapter 4 continued	<b>Article</b>
Sept 29 & Oct 1	Chapter 4 continued	<b>Quiz</b>
Oct 6 & 8	<b>Tuesday Exam Chapter 1, 4, &amp; 8</b> Chap 15 Environmental Health Hazards	
Oct 13 & 15	Chapter 15 continued	<b>Article</b>
Oct 20 & 22	Chapter 15 continued Chapter 6 Nonrenewable Energy	<b>Quiz</b>
Oct 27 & 29	Chapter 6 Continued	<b>Article</b>
Nov 3 & 5	Chapter 6 Continued <b>Thursday Exam Chapters 6, 15</b>	
Nov 10 & 12	Chapter 5 Energy Efficiency and Renewable Energy	<b>Article</b>
Nov 17, & 19	Chapter 5 Continued	<b>Quiz</b>
Nov 25 & 27	<b>Thanksgiving break no class</b>	
Dec 1 & 3	Chapter 12 Continued	<b>Article</b>
<b>Dec 8</b>	<b>Final Chapter 5 &amp; 12</b>	