

**BIO 104: INTRODUCTION TO ENVIRONMENTAL SCIENCE  
ANDERSON UNIVERSITY – SOUTH CAROLINA**

**I. Course Information**

BIO 104: Introduction to Environmental Science  
Credit hours: 4  
Prerequisites: none  
Target student audience: non-majors  
Class meeting times and place(s): Fully Online

Online time expectations:

In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 15-week class, you should expect to work on your course for a minimum of 9 hours each week. For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.

This is a fully online course. The due dates for assignments, papers, and discussions will be posted on Canvas, so make sure to check in and participate in our course site regularly. You have assignments due each week that will require outside readings and an occasional field trips. Please plan ahead to allow for ample time to complete these assignments.

Learner Expectations:

In your online and blended courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date.

Do not hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using the LMS well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.

Getting started:

Click on the "Getting Started" link in your course.

## II. Course Purpose, Student Learning Outcomes, and Course Learning Goals

Introduction to Environmental Science is the study of human relationships with the environment. Topics will include genesis and development of contemporary environmental thinking; physical, chemical, and biological principles related to the environment; environmental economics and ethics; and a survey of current environmental problems.

Student Learning Outcomes:

Upon successful completion of the course, students should be able to:

- 1) Demonstrate an understanding of the scientific method, including its components, strengths, and limitations, and how it is currently put into practice by scientists
- 2) Describe the philosophical, ethical and historical background of the modern environmental movement
- 3) Describe and discuss the structure and function of ecosystems and communities, population principles, energy sources and consumption, and land and water use especially as they apply to humans
- 4) Discuss various types of pollution including air, water, solid waste, and hazardous waste – their sources and remedies
- 5) Understand environmental policy and decision making, including risk/benefit analysis

Course Learning Goals:

The goals of this course are to enable students to understand and be able to intelligently discuss the state of the environment as well as the effects that humans have on the environment. It is also hoped that students will learn to improve their impact on the environment after completion of this course.

IDEA Course Evaluation Objectives:

- Student Learning Outcome (SLO) #1: Through the inquiry process, students will be able to demonstrate knowledge of the fundamental concepts of the scientific method as applied to the relevant course content
- Student Learning Outcome (SLO) #2: Students will be able to evaluate, in terms of scientific merit, claims brought forth in various media relevant to the course content.

## III. Method(s) Of Instruction / General Operating Procedures

This is an on-line course offered through Anderson University.

The course operates on a weekly schedule and is NOT A SELF-PACED COURSE. Please remember that. You must complete the assignments in the weeks they are assigned.

### Lesson/Chapter Exams:

\* There will be a Scientific Method Quiz and four (4) Lesson exams covering the 14 full chapters. They are multiple-choice exams as a general rule.

### Final Exam:

The MANDATORY cumulative final exam is scheduled in the final exam day timeframe.

### Discussion Postings

\* You have Discussion Postings that must be completed on a weekly basis. Deadlines for posting your assignments will be extended only in extenuating circumstances. Assignments posted after the deadline receive a score of zero (0).

\* Discussions require the study of your text chapter(s), working with online course content, scientific inquiry via the internet, and participation in the discussion board. These include a discussion posting and responses to postings from other students in the course. Combined they are worth 100 points. The grades are broken into two components and the sum of these is your discussion grade.

### Lab and Scientific Inquiry

\* Lab Exercises and/or Scientific Inquiry article summaries on specific environmental topics will be due at the rate of one per week. Assignment of these is subject to change based on available of materials and access to website information.

\* Article summaries must be from scientific journals or popular magazines, from newspaper articles; or from Internet sources. Encyclopedias are not acceptable sources of information for this assignments.

\* Lab exercise assignment may require a physical visit to a facility in order to collect data needed to complete your assignment. Plan ahead to allot time for the visit and for completing the assignment once the visit has been completed. Employment is not an excuse for not completing the assignment. If there are extenuating circumstances that prevent you from being able to complete the assignment, these must be discussed with the instructor by **Tuesday** in the week the assignment is due.

## **IV. Assignments; Method(s) Of Assessing Achievement of Student Learning Outcomes; Student Feedback and Grading Policies and Procedures**

### **Lesson/Chapter Exams:**

\* There will be a Scientific Method Quiz and four (4) Lesson exams covering the 14 full chapters. They are multiple-choice exams as a general rule.

\* The lowest exam score will be dropped and replaced by the final exam score (if it is higher).

\* You are required to take an exam on the assigned material when scheduled.

\* Exams have a time limit to them and are available only until 11:00 p.m. Sunday night in the week they are assigned. You will have adequate time to access and take an exam if you follow the course outline as indicated.

\* You **may not** take an exam once they have closed on Sunday night. Be sure to give yourself adequate time to complete the exams. They close at 11:00 p.m. whether you are finished or not.

\* If there is a problem with testing or you have some other course management problem that affects the timely taking of an exam – contact me immediately. If you do not contact me immediately regarding technical difficulties, I will not consider that a valid excuse for late work.

### Final Exam:

The MANDATORY cumulative final exam is scheduled in the final exam day timeframe.

For my ACCEL courses I have it available for four days. No make-up will be given for this exam.

### Discussion Postings

\* You have Discussion Postings that must be completed on a weekly basis. Deadlines for posting your assignments will be extended only in extenuating circumstances. Assignments posted after the deadline receive a score of zero (0).

\* Discussions require the study of your text chapter(s), working with online course content, scientific inquiry via the internet, and participation in the discussion board. These include a discussion posting and responses to postings from other students in the course. Combined they are worth 100 points. The grades are broken into two components and the sum of these is your discussion grade.

\* Discussion postings received by midnight **Friday** night are worth a maximum of 91 points. Postings received on Saturday or Sunday will be worth a maximum of 90 points. Postings received after the Sunday deadline receive a score of zero (0).

\* Responses to the postings of other student in the course are also required. Responses are worth a maximum of 10 points. Responses received after the Sunday deadline receive a score of zero (0).

### Lab and Scientific Inquiry

\* Lab Exercises and/or Scientific Inquiry article summaries on specific environmental topics will be due at the rate of one per week. Assignment of these is subject to change based on availability of materials and access to website information.

\* Article summaries must be from scientific journals or popular magazines, from newspaper articles; or from Internet sources. Encyclopedias are not acceptable sources of information for these assignments.

Each summary must include two to three double-spaced pages with 450-550 minimal words of content using Times New Roman 12-point font. Title and citations are not included in the word count. They must be word-processed using Microsoft Office.

\* Make sure your documents have a .doc extension, otherwise they cannot be opened or graded.

You should summarize the information included in the article (not rewrite it) and make any appropriate comments about it that you wish (50 points).

You should explain how it was relevant to the course (25 points), and explain why you chose this particular article (25 points).

\* Cite articles as follows: In order - Author(s); Date (year); Title; Source; Volume and Number (if appropriate); and Pages. For Internet article cite URL; Title; Author; Pages, and Date it was read on Web. Summaries received after the Sunday deadline receive a score of zero (0).

\* Articles **without a designated author** are not acceptable.

\* Lab exercise assignment may require a physical visit to a facility in order to collect data needed to complete your assignment. Plan ahead to allot time for the visit and for completing the assignment once the visit has been completed. Employment is not an excuse for not completing the assignment. If there are extenuating circumstances that prevent you from being able to complete the assignment, these must be discussed with the instructor by **Tuesday** in the week the assignment is due.

Students can expect the instructor to respond to emails with 24 hours. Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas gradebook within 7-10 days after the due date (depends upon scope and nature of the assignment as well as length of course). Students can access grades by logging into Canvas.

Discussion Forum Rubric Sample:

Points	10	7	3	0
Quality of Post	Appropriate responses: Thoughtful, reflective, and respectful of others' postings.	Appropriate responses and responds respectfully to others' postings	Responds, but with minimum effort (e.g., begins with "I think ...", has little substance or posts comments such as "I agree with Mary").	No posting.
Relevance of Post	Posts topics/responses related to discussion topic/prompts; promotes further thought and discussion of topic.	Posts topics/responses that are related to the discussion/prompts.	Posts topics/responses that related to the discussion/prompts; makes irrelevant remarks	No posting.
Contribution to the Learning Community	Aware of needs of community; attempts to enrich the group discussion; presents creative approaches to topic	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely.	Does not make effort to participate in learning community as it develops	No feedback provided to fellow Learners

Grades will be determined by calculating a simple average of all exams and exam grade equivalent assignments.

Exams – Five (5 @ 100 pts. each)	Point 30%
Cumulative Final Exam	15%
Discussions, assignments, (6 @ 100 pts. each)	30%
Lab and Scientific Inquiry Articles	25%
<b>TOTAL</b>	<hr/> 100%

A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = <60

## V. Computer and Information Technology Use

### Technology Expectation:

Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

### University Email:

All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse.

#### Technical Support:

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

Help Desk Website: <https://helpdesk.andersonuniversity.edu>

Help Desk Phone: (864) 231-2859

#### Course Related Support:

If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

- An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

CIDL Website: <http://www.aucidl.com>

CIDL Phone: (864) 231-2199

## VI. Course Policies

### **Disabilities and Academic Adjustments Policy:**

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the Coordinator of Accessibility Services in the Center for Student Success, who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Academic adjustments are intended to “level the playing field” so that students with disabilities can demonstrate their true abilities in their courses. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

### **Academic Honesty:**

Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty’s expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties for academic dishonesty are described in the Student Handbook. (Excerpt from AU Catalog)

**Permission for or Prohibition of Recording Lecture/Class Meetings:** To assist students in note-taking and mastery of content, recording of lectures is permitted in this course. However,

these recordings may only be used to assist the individual student in the course. Publishing, distributing, or using classroom recordings in violation of these restrictions is a violation of the student code of conduct and may be a violation of federal copyright laws.

#### **Participation Policy:**

**Late Work Policy:** Since assignments and assessments are given to you well in advance, and many can be done on a flexible schedule, late work will only be accepted under the direst of circumstances, and only with instructor approval. **It is your responsibility to contact me as soon as possible when circumstances require that you miss a deadline. Ideally you would contact me before the missed deadline.** If you do not contact me immediately regarding technical difficulties, I will not consider that a valid excuse for late work.

#### **Last day to Drop with no grade; Last day to Withdraw with a W grade on transcript:**

For the Fall 2018 Term I ACCEL program, students must withdraw from the course by 8/23/2018 to withdraw without being charged for the course. The last day to withdraw with a W on your academic transcript is 9/12/2018.

#### **VII. Other Learning Facilities and Resources Pertinent to Course**

##### Thrift Library

Hours are posted at <https://www.andersonuniversity.edu/library> (Closed on all university holidays.)

##### Bunton Lab

Located in Thrift Library, 2nd floor.

##### The Writing and Multi-Media Center

Located in Thrift Library, 2nd floor. For drop-in hours and appointment-based tutoring for all your writing needs, see <https://www.andersonuniversity.edu/writing-center>. Schedule an appointment by visiting <https://anderson.mywconline.com>. If you are an Online or University Center student, or unable to make it to the physical writing center, please feel free to make an online appointment by selecting the option that reads "online appointment". Instructions for setting up an account are provided on the page.

##### The Center for Student Success

Located in in Thrift Library, 2nd floor. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success>.

## VIII. ANDERSON UNIVERSITY STATEMENT OF FAITH

From the Board of Trustees and Administration at Anderson University  
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Statement of Faith

Anderson University, since its founding in 1911, has been a community of Christian scholars.

The vision for Anderson University is that it will be *a premier learning place, serving its students, community, and churches, while upholding the teachings of Jesus Christ*. In recent years greater value has been placed on recruiting and retaining Christian teachers who have a deep personal faith in Jesus Christ, who speak openly of their relationship with Christ, and are active in serving God through their churches.

As one of the foundations of the Christian faith we hold and teach, we affirm the Christian doctrine of creation as outlined in the *Baptist Faith and Message*, 2000 version: “There is one and only one living and true God. He is an intelligent, spiritual, and personal Being, the Creator, Redeemer, Preserver, and Ruler of the universe. Man is the special creation of God, made in His own image. He created them male and female as the crowning work of His creation.”

At Anderson University evolution is taught as theory and not as fact.