



ES/BIO 103: Introduction to Environmental Science

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Extra Hours: I use Google Meet for appointments and side aside times for the space each week. They change because your schedules are varied, but there will be at least 2 one-hour blocks each week. I will use announcements to let you know the times. If those times don't work for you, then please send me your schedule and I'll find a time that works for both of us.

Text: Karr, Interlandl, and Houtman. 2021. *Environmental Science for a Changing World*. W.H. Freeman.

Mission Objectives: The Coker College mission statement states "The College's goal is to graduate students with the ability to think analytically and creatively, and to write and speak effectively". In this class, students will practice analytical thinking, scientific writing, and public speaking.

Course Philosophy: This course is designed as an introduction to the major environmental problems faced today. Students will learn how the environment impacts our way of life, and how changes in the environment have the potential to adversely affect humans and other organisms. The course uses case studies to show students how science works to solve environmental issues and emphasizes a critical thinking approach to these issues.

Course Objectives: Upon successful completion of this course, students will be able to:

1. Understand the scientific method and how it is used to explore environmental issues.
2. Understand and define terminology commonly used in environmental science.
3. Summarize and describe environmental processes and ecosystem services.
4. List common impacts humans have on the environment and suggest sustainable strategies to mitigate these impacts.
5. Examine environmental issues from the perspectives of multiple stakeholders.
6. Apply course information to environmental scenarios to predict potential outcomes.
7. Evaluate information and data from a variety of sources to come to defensible positions on scientific issues.

Grading:

Weekly Activities	20%
Weekly Quizzes	20%
Environmental Issue Flyer	20%
Resolution Papers/Presentations – (5*2%)	10%
Exams (3*10%)	30%

Exams will consist of multiple choice and short answer questions. All write-ups need to be TYPED and a file that can be opened by me must submitted to Blackboard. Late work and quizzes will NOT be accepted regardless of the reason it is late or the extent to which it is late. **If you feel like you are struggling – come see me – we can try to work out the problem and possible solutions.**

Student Behavior: All Coker College students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. Disruptive behavior is not acceptable in the classroom. You may be asked to leave the class if there is a disruption. Up to 10% of the final grade may be lost through poor classroom behavior (*e.g.*, disruptive behavior, lack of respect for instructor or classmates, excessive absences or tardiness).

Due Dates: Students are expected to follow the time-line associated with this class. This means **I DO NOT** accept late work, regardless of the reason it was late or how late it is and **NO** make-up exams or quizzes will be given once they have closed on Blackboard. Do not wait until the last minute to complete assignments. Blackboard/internet issues do happen but they are not a valid excuse for late work.

Dishonesty: Cheating and plagiarism (taking credit for someone else's work) will not be tolerated. I will take every precaution to eliminate the opportunities for dishonesty; however, it is the students' responsibility to remain above suspicion. Along those lines, all writing assignments are **INDIVIDUAL**. Therefore, your assignment should not look similar to your classmates' assignments and any additional sources used should be cited in CSE format. Students caught cheating will be referred to the Dean of Faculty/Provost. For further clarification on cheating and plagiarism policies of Coker College, consult your student handbook.

Pillar: Sustainability – this pillar focuses on the dynamic interplay of individual and collective human actions with the global environment

Learning Outcomes for the Sustainability Pillar:

- Articulate how the global environment has changed over time and continues to change
- Identify factors contributing to changes in the global environment.
- Identify ways that human behavior can have direct or indirect impact on the natural world
- Investigate conflicts caused by changing distribution of natural resources and identify possible courses of action.

The Big Picture: This class looks at how humans interact with the environment, focusing on ways to minimize our negative influence. While most of you aren't planning on careers in environmental sciences, this class will still be very beneficial. First, environmental issues influence every aspect of our lives and, at the very least, understanding those issues will make you better able to make informed decisions. Second, you may find yourself excited about this field by the end of the semester. It is a growing field with lots of job opportunities. Finally, environmental issues connect to almost all disciplines. Look and you will find a connection to your interests. My hope is that you will end this course with a better understanding of how we interact with the world around us and what we can do to lessen our impacts. If you discover a passion for environmental science, even better!

How to be successful in this course (and all my courses):

1. Use the study cycle to shift from a cramming approach to actual learning/understanding (see video in Blackboard). We will cover too much material for cramming to be a successful technique.
2. Write down all due dates now (and as they are given).
3. Use some sort of reminder system (Google Calendar is one option) to keep up on assignments/exams.
4. Check your email once per day.
5. Check the Blackboard calendar at least once a week (if not more).
6. Ask questions if you don't understand something. You are not the only one.
7. Come to my extra hours. I stopped calling them "office hours" because that implies I am in my office to do office things. In reality, I am present during those hours to offer you extra help if necessary.
8. Don't leave things blank – I give partial credit. Try. The worst that will happen is that you get the same grade you would have by leaving it blank, but odds are good that you will at least get some points.
9. If you are struggling, nervous, etc., talk to me. I can help.
10. Have fun! Connect concepts to things relevant to your future goals, or keep an eye out for something that catches your interests. Environmental science connects to everything.

Lecture Schedule

Dates	Topic	Reading
Week 1:	Introduction to the course	C-1
Week 2:	Ecology and evolution	C-2,3
Exam 1 material ends here		
Week 3:	Biodiversity, Economics, and Policy	C-3,5
Week 4:	Human Populations and Environmental Health	C-4
Environmental Issue Topic and Sources due this week		
Week 5:	Food and water	C-6,8
Feedback “quiz” is this week!		
Resolution Paper and Presentation 1 is due this week		
Exam 2 material ends here		
Week 6:	Energy – Fossil Fuels and alternatives	C-9,11
Environmental Issue Flyer draft due this week		
Week 7:	Climate Change and air pollution	C-10
Environmental Issue Flyer critiques due this week		
Resolution Paper and Presentation 2 due this week		
Week 8:	Wrap up	
Final flyer due this week		
Exam 3 material ends here		

As you can see, there is one module for each week of the course. Within each module, you will find assigned readings, other course materials, activities/assignments, and a key concept quiz. **ACTIVITIES (due Saturdays), AND QUIZZES (due the Monday immediately following the week) ARE DUE EACH WEEK.** You can work at your own pace, just be sure to turn in your work on time.

Disability Services: Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, rrichardson@coker.edu) to provide the necessary documentation.

No accommodations can be made without documentation from LSS. The student is solely responsible for contacting Robin Richardson.

Title IX and Reporting of Discrimination and Sexual Harassment

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality

Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment?

Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to?

While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting

If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Counseling Services (843-383-8040) or Coker's Student Health Services (843-383-8141).

Additional information is located under the Title IX section on the Coker website:

<https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>