

Instructor: Arick Rouhe, PhD
Teaching Faculty, Environmental Science and Management
Office – No physical office or office hours this term
Email – arouhe@pdx.edu
Office hours – Mon-Thurs 9am-12pm via email

Lecture (CRN #202004)
Fully Online, no face-to-face class

Material for this Class:

Required textbook

No textbook required

Other resources for this class

Module introduction videos
Online resources (links to webpages)
Journal articles
PDF's of topics in science

Course Description

This course is a study of how societies use energy and the effects that energy use has on the environment. As part of this study, we will complete some technical calculations, cover economic impacts of different sources of energy, read about the social dynamics that surround energy sources and energy use, and go over political issues that surround and affect energy consumption. The academic portion of this course will cover those topics through links to online articles, scientific journals, websites, short videos, TED talks, and other online sources that will all be provided through D2L. To accompany these topics, you will complete a term-long study of your own energy use and create a poster showing your use and how it compares to an average citizen from another society (ie another country). Your poster will be your final project for this course and the project will consist of weekly activities and reports.

The Online Course

This is as a fully online course delivered in an asynchronous style, meaning there are no face-to-face meetings or virtual meetings over Zoom or Google Meets. All of the assignments will be completed and/or turned in online through D2L but there are many videos created by the instructor to guide you through the assignments each week of the term. Even with many videos to guide you, lack of live sessions with the professor can still create some unique issues for students because you'll never meet face-to-face with the instructor for announcements of upcoming deadlines, more detailed explanations of course and assignment expectations, or direct questions about the material. Many online students struggle with feeling isolated and lost, while also struggling with schedule and deadline issues. To help you navigate through this course successfully, without feeling lost or isolated, the following structure has been added to this course. First, each Monday morning the instructor will post an announcement with a list of upcoming assignments and tasks. Second, on the discussion tab, there will be a list of general discussion forums under which you can post questions that you have about course assignments and material. The instructor will monitor these, but anyone can answer a student question here. These threads are most effective when students help other students, but the instructor will participate when other students haven't responded. Third, for the duration of the term, you will be placed into a group with 4-8 other students. This will be your discussion group, but also a support system if you have specific questions about the material and projects. While these three course support items cannot perfectly recreate the atmosphere of a face-to-face course, they should be helpful if/when you get stuck. So, make sure you read each Monday announcement post, post and ask frequent questions on the discussion boards, or in personal emails to the instructor when you need help.

Assignments and Grading

For this course you will complete a set of initial quizzes, weekly quizzes, weekly reports on energy, and a final poster analyzing your own energy use. The weekly quizzes will consist of 20 multiple choice questions on readings and online talks that will be provided to you each week. In addition to these weekly assignments, your grade will consist of initial quizzes about the syllabus and the set-up of this course, as well as a final poster due during finals week. The other half of your grade will come from a term-long project in which you will research energy use around the world, audit your own energy use, and then compare it to the worldwide use. As a final assignment, you will create a digital poster of your energy use, analysis, and worldwide energy use comparison.

Below you will see the point breakdown of the overall point totals for each assignment type in this course:

<u>Assignment type</u>	<u>% of grade</u>
Initial module quizzes	30/500 = 6%
Weekly module quizzes	200/500 = 40%
Term project reports	170/500 = 34%
Final Poster	100/500 = 20%

Grades will be assigned based on fixed cutoffs (60-70-80-90: D-C-B-A). Plus and minus for each grade will be based upon 2% above and 2% below each cut off. All assignments have a due time and date. For weekly reports and the Final Poster, if you don't turn an assignment in on time, you can turn it in up to 24hrs late with a 25% deduction. After 24hrs, you will receive no credit. Online quizzes have a due date/time on D2L and can't be taken late or turned in after the due date/time.

Online quizzes

Every week, you will be provided with a series of links to websites, online videos, and/or readings on the weekly topic. These will be provided for you through D2L. Your tasks each week are to watch the weekly introduction lecture, read/watch the weekly resources and content links, study your notes from the resources, and then take the weekly 20-question online quiz over that material. Questions will be multiple choice about specific details from the intro lecture and online content. The quizzes will open Friday morning each week (except for module 1 which will be open at 8am on the first Wednesday of the term) and must be completed by the due date/time the following week (so they are available for about 11 days). Quizzes can be attempted twice, with the system scoring your highest attempt. After your first attempt, the system will show you the questions you answered incorrectly (without indicating the correct answers). On your second attempt you will be required to answer all 20 questions again, so make sure you study the questions you answer incorrectly and remember the answers you provided for the questions you answered correctly. Since these are available online, and can be taken at any time throughout the week, no quizzes will be dropped from your grade. You will be required to complete all 10 weekly quizzes during the term.

Important quiz details

- Every quiz in this class will be multiple-choice
- D2L does not allow you to stop or pause a quiz once you begin
- For all quiz attempts, total allowed time will be 90 minutes
- You can start the quizzes at any time once you are ready, you don't have to wait until end of the availability period in which they are available
- Dates of availability, due dates and times, and time allowed can be seen by clicking the quiz link
- You can retake weekly quizzes 1 time (2 total attempts) and the two initial quizzes 2 times (3 total attempts). The system will choose your highest scoring attempt.
- There will be NO DROP QUIZZES

All quizzes must be submitted by the due dates and times listed on the course schedule in order to receive credit. These dates and times are also shown on the D2L site for each quiz, will show up in the calendar for this course on D2L, and will be listed in the weekly course announcement. NOTE: Module 10 quizzes are due on Monday of Finals Week

Weekly Reports

Starting in week 3 of the term you will be required to write a report about energy use. Some of these reports will be based upon information you research online and others will be based upon an audit that you perform of your own energy use. Reports will range between 20-25pts each and be due on Thursdays. Details about the requirements of each weekly report will be provided in a description document located in each weekly module.

Final Poster

The final assignment for this course will be a digital poster of your energy use that you will turn in through D2L. Your poster will essentially summarize your weekly reports throughout the term, but must include graphs, tables, images, and some details about your analysis of your own energy use. On the poster, you will also have a section comparing your energy use to averages from countries around the world. This will be worth a total of 100 points and be due during finals week. A detailed description of the expectations for this poster will be provided on D2L.

School policies, department requirements, and student resources

1. Student Conduct Code

At Portland State, the highest ethical standard of behavior is expected during lecture periods and during general interactions with students on projects. Portland State has a well-defined conduct code. Please review it by using the link: <http://www.pdx.edu/dos/codeofconduct#ProscribedPSU>.

If you have not yet done so, also go through the on-line training for creating a safe, respectful campus: <https://d2l.pdx.edu/d2l/home/425907>.

2. Academic Honesty

The issue of academic dishonesty has become a growing issue with which most universities have had to contend. There are various reasons why students 'cheat' in their classes such as lack of time, unwillingness to put forth own effort, lack of understanding of course material or assignments, and a different interpretation of what constitutes academic dishonesty. In this class, academic dishonesty is broadly defined as the use of someone else's work as yours. This includes some obvious actions such as:

- Having someone take a class for you
- Having someone take or complete part of your test or an assignment for you
- Having someone else write a paper, or a section of a paper for you
- Using a quote or direct passage from some secondary source (e.g., book, article) in a paper without citing it (this does not include your responses provided on tests that are taken directly from the professor's lecture or other class material]
- Working collaboratively on projects or assignments that are expected to be completed on an individual basis.

There also other actions that are considered academically dishonest that are not as obvious, such as:

- Submitting a paper that utilizes another person or source's theories, thoughts, ideas, concepts without proper citation
- Using a paper or assignment, or a segment of a previous paper or assignment created by another group in which you participated.
- Taking material off of the Internet and using it without full and proper citation.

The above list of actions is not intended to be exhaustive. If you have any question about what is an appropriate way to cite particular information, please contact your instructor or teaching assistant. Please consult the Purdue OWL, one of the TAs, or the instructor regarding plagiarism and other writing issues: <https://owl.english.purdue.edu/owl/resource/589/01/>

3. DRC statement

Access and Inclusion for Students with Disabilities^[SEP] PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.^[SEP] If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, or <https://www.pdx.edu/drc>

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.^[SEP] Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.^[SEP] Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.^[SEP]

For information about emergency preparedness, please go to the Fire and Life Safety webpage <https://www.pdx.edu/environmental-health-safety/fire-and-life-safety> for information.^[SEP]

4. Syllabi Statement for Title IX Reporting Obligations

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that federal, state, and PSU policies require faculty members to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. Similarly, PSU faculty are required to file a report if they have reasonable cause to believe that a child with whom they come into contact has suffered abuse, or that any person with whom they come into contact has abused a child. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources (or visit this link):

- Women's Resource Center (503-725-5672)
- Queer Resource Center (503-725-9742)
- Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800
- Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556

For more information about the applicable regulations please complete the required student module Creating a Safe Campus in your D2L.

5. New Mandatory Safe Campus Online Training Module

If you have not done so already, please complete the Safe Campus Module in D2L. The course is titled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault."

As of Fall, 2014, PSU requires all students to take the learning module entitled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." The module should take approximately 45 minutes to complete and contains important information and resources.

If you or someone you know has been harassed or assaulted, you can find resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>. PSU's Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion.

If you are having technical difficulties with the module contact OIT's help desk at 503-725-HELP (4357) or help@pdx.edu. If you have any questions about the module requirement refer to Safe Campus Module FAQs or contact saveact@pdx.edu. Do not contact your instructor.

6. Students' Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Â§ 1232g; 34 CFR Part 99) is a^[1]_{FERPA} Federal law that protects the privacy of student education records. Under FERPA, students have the right to inspect and review their education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to certain parties or under the specific conditions (34 CFR Â§ 99.31): for example, school officials with legitimate educational interest; other schools to which a student is transferring; financial aid officers; state and local authorities in cases of health and safety emergencies; etc.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, unless the student has requested that the school not disclose directory information about them. For additional information about the law, see these sites:

www.pdx.edu/dos/ferpa-facts

www.pdx.edu/registration/student-records-privacy

www.pdx.edu/registration/guidelines-release-studentrecords

http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_privacy.pdf

7. Returning Work to Students

FERPA requires us to be very careful in safeguarding our students' right to privacy when returning students' exams papers. Putting them in a self-serve box or envelope outside your office violates their confidentiality by making protected records available to others. This is not an acceptable practice.

Faculty can do one of the following:

1. Return work directly to students in class
 - Pass out assignments to students at the end of class
 - Students retrieve their work, before or at the end of class, in individual, labeled file folders or envelopes that guard the confidentiality of the work inside, under the observation of the instructor, ensuring that only the student whose name is on the label removes the material.
2. Return work and send feedback electronically
3. Students arrange to pick up work from instructors outside of class.
4. Students provide instructors with a self-addressed and stamped envelope that instructors can use to return material directly to students. (It is helpful to put a statement on the syllabus making this a course requirement.)

8. Communication

Questions and Email: As much as possible, please ask questions during and after class and come to my office hours. If these times do not work for you, send me a message to set up an alternative time. If you email me, please follow these general guidelines:

include an informative subject line (e.g., SCI 201, assignment #1)

include a salutation (e.g., Hello Dr. Rouhe,...)

include your name (Thanks for your time, Danielle)

do not expect an immediate reply.

Some days I will be able to respond you your email within the day, while other times it may take me 1-2 days to respond. I typically check email early in the morning and in the early afternoon. I rarely check email later in the afternoon or at night. Also, I rarely check or respond to email on Saturdays, so if you email me Friday evening, I may not respond until Sunday night or early Monday morning.

9. D2L-Daylight

Hardware/software requirements

This course will require the use of D2L-Daylight. Although this web-based course management system can display material on a wide range of platforms from desktops to tablets to phones, you may need to use functions that are only available on a fully functioning browser. You should check if the devices and browsers that you intend to use are supported in D2L-Daylight by checking this page:

https://d2l.custhelp.com/app/answers/detail/a_id/1483/kw/supported%20browsers

If your device/browser combination is not fully supported it is your responsibility to make arrangements for taking quizzes or submitting work. Many computers are available across campus.

Submitting documents to D2L-Daylight

It is best to submit documents to D2L-Daylight as .docx or .pdf. D2L is **not able to view .pages.**

Viewing .pdf documents on a smart phone

We will often supply .pdf documents and these can be challenging to read on a small screen. Our best advice is to find a larger screen device. Our second recommendation is to download the .pdf and then use a viewer on your phone such as iBooks.

10. Resources & Services

Don't forget to check out the ESM webpage for all sorts of info on what the department is doing:

<http://www.pdx.edu/esm/>

ESM student council

Email the ESM student council <esmsc@pdx.edu> with ideas for developing the ESM community, issues regarding student advocacy, ... or to join the council.

Library Research Tutorials:

<http://guides.library.pdx.edu/home/howto>

<http://guides.library.pdx.edu/biology>

DRC

If you are a student with a documented disability and are registered with the Disability Resource Center, please contact me so that we can arrange whatever academic accommodations you need.

Veterans

If you are a Veteran and have questions about University services or need assistance with your transition from military to campus life, please contact the Coordinator of Veterans Services at the Office of Veterans' Services, SMSU room 425 or <https://www.pdx.edu/veterans/>

Learning Services

Tutoring: <http://www.pdx.edu/tutoring/> or visit the PSU library rm 245

Writing Center: <http://www.writingcenter.pdx.edu/> or visit Cramer rm 188

Please consult the Purdue OWL regarding plagiarism and other writing issues:

<https://owl.english.purdue.edu/owl/resource/589/01/>

Career Services: <https://www.pdx.edu/careers/> and <https://www.pdx.edu/careers/what-can-i-do-degree-environmental-studiesenvironmental-sciences>

Other services and resources

Multicultural Centers: <https://www.pdx.edu/dmss/multicultural-student-center>

<https://www.pdx.edu/dmss/native-american-student-community-center>

<https://www.pdx.edu/dmss/la-casa-latina-student-center>

Queer Resource Center: www.pdx.edu/queer

Departmental honors: <http://www.pdx.edu/esm/esm-undergraduate-honors-program>

LSAMP (Louise Stokes Alliance for Minority Participation) enhances the undergraduate experience for underrepresented students in STEM. Funded by the NSF, our LSAMP program focuses on: Creating a community among LSAMP scholars that values excellence, diversity, and persistence; and Expanding opportunities for LSAMP scholars through participation in undergraduate research experiences and leadership initiatives. If you're interested in finding out more, visit our LSAMP center in 103 Epler Hall, talk to ESM-LSAMP faculty advisory member Cat de Rivera <derivera@pdx.edu>, SRTC 238e, or check out: <http://www.pdx.edu/lsamp/home>

PSU Food Pantry: SMSU 325, <https://sites.google.com/a/pdx.edu/psufoodpantry/>