

Instructor

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Office: Online only this term

Online office hours: M-Th 9am – 12pm via email, zoom by appointment

Laboratory teaching assistantsMarta Szabatin: smarta@pdx.eduAlyssa Peter: apeter@pdx.edu**Material for this Class:**

All material for this course will be provide free through the Canvas site. There is no textbook for this course, all course materials will be provided to you through online links embedded in the module pages of the Canvas course sandbox for this course. Material includes: Video lectures and ppt slides, online resources (links to webpages and articles), journal articles that you will access online, and PDF's of course material.

Course Description

This course is an introduction to environmental issues with a focus on human impacts to environmental systems. Human activities have a drastic effect on the natural world around us. Many human actions directly emit pollution, like driving cars that emit pollutants into the air and industrial processes that directly release pollutants into the water. Other actions are less direct, and lead to pollution release and habitat reduction associated with the production or use of an item that is not easily observed. This course begins with an overview of some major environmental issues followed by a module about how human material and resource use is a key contributor to most environmental issues. The rest of the modules will cover specific ways that human activities effect environmental systems and will conclude with a module about how humans don't all experience pollution equally and a module about solutions to some of our most important problems. Each week, this course will consist of a lecture and links to online articles and videos on a specific topic or environmental issue. For each topic, you will be required to watch and read all of the provided material and then take an online quiz and participate in an online discussion about the weekly material with a small group of other students. Along with this material, there will be an associated lab with a term long project designed for you to measure your own resource use and compare it to a person from a developing country. The lab will be described in more detail on the lab syllabus and through other description documents provided on the lab Canvas sandbox.

The Online Course

This course is offered as a fully online course in which there is no face-to-face meeting. All of the assignments will be completed and/or turned in online through Canvas. This can 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 Friday 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 and read each Friday announcement 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 assignments, a research report, and laboratory assignments. The weekly assignments include a 20-question quiz on the lecture and readings for that week and discussion posts about an article that you will read on the weekly topic. 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 report due during finals week, and laboratory assignments. Below you will see the point breakdown of the weekly assignments (for a typical week) on the left and the overall point totals for each assignment type in this course on the right:

<u>Assignment type</u>	<u>Weekly Module Points</u>	<u>Assignment type</u>	<u>% of grade</u>
Discussion post	10	Discussions	190/870 = 22%
Discussion responses	10	Getting started quizzes	30/870 = 3%
Online quiz over content	40	Module content quizzes	400/870 = 46%
		Laboratory	250/870 = 29%
Total Points	60		

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 Report, 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. Discussion posts and discussion responses cannot be turned in late or made up due to the nature of the discussions (students in your group need to be able to read your post in order to respond by the response deadline). Online quizzes also have a due date/time on Canvas and can't be taken late or turned in after the due date/time.

Discussions

For each module, you will be provided with a discussion questions about an article. The questions will be provided to you through the discussion board on Canvas (under the Discussions tab). Each student will be placed in a discussion group with 4-8 other students. For this portion of the course, you will be required to provide some details about the article you read that week and your understanding of some of the main points of the article. After each student provides an initial post about the article, each group member will read the posts of the other students and make comments on two other student responses. For each module, discussion posts will be worth 20 points. Ten points for posting your answer to the question about your report and ten points for commenting on two other student posts (5 points for each response).

When writing responses to other student answers/posts, you need to consider three things. First, the discussion activity for this course is meant to be an exercise that helps all students to better understand the material in this course. This means that your posts need to be constructive and detailed, with full explanations. Short answers or comments like "I agree" or "That sounds good" will not earn you full points. Make sure your comments are thoughtful and useful. Second, this is a discussion activity so you can either agree with the other student posts or disagree. Sometimes good feedback is used to point out alternative viewpoints or mistakes. However, it's important to be constructive with your comments even if you disagree. Finally, your comments need to be appropriate. Even if you feel a post or answer is terrible, a comment or suggestion is not useful if it is offensive or rude. There are always tactful ways of saying that you don't think something is done well. Make sure that all of your comments are worded and phrased appropriately and are not offensive. If the instructor reads an offensive comment or another student notifies the instructor of rude or offensive comments, you will lose points for the discussion that week.

If you provide thoughtful, useful, and appropriate comments, you will receive full points for the discussion each week. Loss of points for any part of this assignment will be based upon lack of comments, lack of appropriateness of the comments, and/or a late submission. Starting in the second week of the term, answers to

discussion questions for Modules 1-9 will be due on Tuesdays at 11:59pm and responses comments to other students answers will be due by each Thursday at 11:59pm. Note: Discussions for each module occur the week after the quiz for that module are due. This is to ensure that all students in each group have completed the weekly material before making a post.

Online quizzes

Every week, you will be provided with an online lecture, a series of links to websites and online videos, and/or readings on the weekly topic. These will be provided for you through Canvas. Your tasks each week are to watch the weekly lecture, then read/watch these resources, study the lecture slides provided through Canvas, and study your notes from lecture and the resources. Then take the weekly 20-question online quiz over that material. Questions will be multiple-choice. The quizzes will open Friday morning each week (except for module 1 which will be open at 8am on the first Monday 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 Module quizzes during the term.

Important quiz details

- Every quiz in this class will be multiple-choice
- Canvas 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 Canvas for each quiz, will show up in the calendar for this course on Canvas, and will be listed in the weekly course announcement. NOTE: Module 9 quiz is due on Tuesday due to the Memorial Day Holiday. Module 10 quizzes are due on Monday of Finals Week

Laboratory

The laboratory for this course will consist of 8 total assignment, all part of the same project. You will completed this project by documenting your resource use throughout the term and by researching resource use online. This will be an individual project, but you will be able to discuss your progress with other lab members and you will have an assigned lab TA to assist you with any questions you may have along the way. The first assignment will be to calculate your overall resource use. Then, you will research the resource use of an average citizen from a developing country for the second assignment. The 3rd-7th assignments will all be reports on your use of a specific type of resource and ways that you can reduce your use of the resource. The final project for lab will be to create a digital poster of your resource use. Each assignment and the final poster project will be explained in individual description documents on the lab Canvas sandbox.

Course Schedule:

Week: Dates	Lecture Topic	Content Quizzes	Discussion answer	Discussion responses	Laboratory assignments
		<i>due by 11:59pm on:</i>	<i>due by 11:59pm on:</i>	<i>due by 11:59pm on:</i>	<i>due by 11:59pm on:</i>
1: 3/28 – 4/1	Getting Started Module Module 1: Material Use				
2: 4/4 – 4/8	Module 2: Solid waste and recycling	Mod 1 Mon April 4	Mod 1 Tues April 5	Mod 1 Thurs April 7	Assign #1 Wed April 6
3: 4/11 – 4/15	Module 3: Energy Use	Mod 2 Mon April 11	Mod 2 Tues April 12	Mod 2 Thurs April 14	Assign #2 Wed April 13
4: 4/18 – 4/22	Module 4: Water Use	Mod 3 Mon April 18	Mod 3 Tues April 19	Mod 3 Thurs April 21	
5: 4/25 – 4/29	Module 5: Transportation	Mod 4 Mon April 25	Mod 4 Tues April 26	Mod 4 Thurs April 28	Assign #3 Wed April 27
6: 5/2 – 5/6	Module 6: Land Use - Cities and urbanization	Mod 5 Mon May 2	Mod 5 Tues May 3	Mod 5 Thurs May 5	Assign #4 Wed May 4
7: 5/9 – 5/13	Module 7: Land Use - Agriculture and livestock	Mod 6 Mon May 9	Mod 6 Tues May 10	Mod 6 Thurs May 12	Assign #5 Wed May 11
8: 5/16 – 5/20	Module 8: Air and water pollution	Mod 7 Mon May 16	Mod 7 Tues May 17	Mod 7 Thurs May 19	Assign #6 Wed May 18
9: 5/23 – 5/27	Module 9: Environmental Justice	Mod 8 Mon May 23	Mod 8 Tues May 24	Mod 8 Thurs May 26	Assign #7 Wed May 25
10: 5/30 – 6/3	Module 10: Solutions	Mod 9 Tues May 31	Mod 9 Wed June 1	Mod 9 Thurs June 2	
11: 6/6 – 6/10	FINALS WEEK: NO NEW TOPICS OR CONTENT	Mod 10 Mon June 6			Final poster Mon June 6

*Note: This schedule is the expected schedule for assignments and topics for this term. However, it can change at any time during the term due to instructor, individual student, and student group needs. Make sure you attend every class and note any schedule changes indicated by the instructor.

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>.

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 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. 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. 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.

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.

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.

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] 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. 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^[SEP]

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^[SEP]

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/>