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ENSC 105N.01: Environmental Science

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**Class Goals: Provide students with opportunities to make a difference;
Help students build: scientific literacy; skills in critical thinking, research & self-instruction;
an understanding of the scientific basis of environmental issues, policies, laws;
habits of informed, active participation in social decisions, sustainable living,
and of service to their community and the earth.**

Date	LECTURE TOPICS at a glance	References (identified at page bottom*)
28-Aug	Course goals & mechanics; What is Env. Science?	FP p1-20; C ch1; www.earthcharter.org
30-Aug	Literacy—Scientific & Ecological	C ch3; FP p13-14 (science or philosophy?)
4-Sep	Ecosystems—energy flow, matter cycles, watersheds	C ch 6.4 & 7 & 12.1 to 12.5
6-Sep	env. fate (can't throw it away), biomagnification	FP p21-22 water cycle; AO ch 4 recommended
11-Sep	ecological services, climate change	check out web sites on FP p23
13-Sep	Communities—connections—you can't do just one thing	C ch 6 & 10; communities, species interactions
18-Sep	all creatures have a role; kinds of biodiversity	see world community types (ecoregions) at
	Change/succession, disturbance, condition	www.eoearth.org/article/ecoregion
20-Sep	Populations— evolution/adaptation, flexibility	C ch 4 & 5
25-Sep	population cont --growth, limits, carrying capacity (K)	Hardin on Cultural K in FP p18
27-Sep	Ecofootprint – <i>Susan Anderson</i> , sustainablebusinesscouncil.org	FP p25.1-6; www.myfootprint.org FP p23, www.panda.org/livingplanet --see reports
2-Oct	*****EXAM 1***** grades posted by Oct 9; <i>last day to drop/change grade system 'easily' Oct 29</i>	
	Scientific Basis of US Env Laws & Policies	
4-Oct	Scientists & env policy, NEPA, Tragedy of Commons	C ch 2 on env law/policy; FP p26a&b (NEPA)
9-Oct	LAND (MUSY,NFMA, etc)	FP p24; full article: at dieoff.org/page95.htm
11-Oct	WATER (Clean Water Act, etc) & Watershed CPR	C ch 14 + fire ecology web site on FP p12
16-Oct	LIFE/Biodiversity (ESA, etc)	C ch12.8-12.9 & 18.1; FP p27 (CWA); AO ch 10
18-Oct	AIR (Clean Air Act) – <i>Garon Smith</i> , UM Chemistry	C ch 11
23-Oct	WASTE (RCRA, etc) & TOXICS (TSCA, etc)	C ch 9 & 8 C ch 18 & 19
	Using Science to Meet Our Basic Needs Sustainably	www.umt.edu/greeningUM
25-Oct	Food — <i>Josh Slotnick</i> , PEAS, www.gardencityharvest.org	C ch 13; www.agroecology.org DOD
30-Oct	Energy — <i>Kyla Wiens</i> , www.mec.org Nov 6 Election Day	C ch 15 & 16 & EROEI web site on FP p23
1-Nov	Shelter-- <i>Steve Loken</i> , LokenBuilders.com	green building web sites listed on FP p12
8-Nov	Transportation-- <i>Nancy Wilson</i> , ASUM trans; <i>Bob Giordano</i> , MIST	C ch 17.5
13-Nov	Water— <i>Michelle Hutchins</i> , Missoula Qater Quality District	www.co.missoula.mt.us/wq/
15-Nov	*** **EXAM 2 *****	
20-Nov	films & food	Nov 22 Thanksgiving (Think Globally,Gobble Locally)
27-Nov	Class choice of topics: US college sustainability efforts,	ER—Eco Literacy & MT Constitution by Watson
29-Nov	Env impacts of War; Watershed CPR in MT, Cuba, Australia	readings assigned in class
4-Dec	invited student presentations or other class exercises	
6-Dec	Living Sustainably & Equitably, evaluations & fun	C ch 20; & rest of FP & ER
11-Dec	**MAKEUP EXAM, comprehensive, by appointment only** Tuesday, 3:20-5:20 pm	

REFS: FP = Facpac; AO = Alice Outwater's *Water* (one chapter from part I & one from part II)
C = Christensen's *Environment & You* **or any env science text** (use table of contents & index to find lecture topics)
ER = e-reserve at <http://eres.lib.umt.edu> (More reading guidance in lecture)
*** See EVST's online calendar www.umt.edu/conservationcalendar for field trips, service options, etc

Grade based on percentage of 500 points earned**HOW TO EARN POINTS:**

- 200 pts 2 Midterm Exams (100 each); NOTE: final is a makeup, must have excused absence to take
 - 100 pts Service Project includes: proposal (10) & report & thank you letter (90)
 - 90 pts Lecture participation (based on in-class essays)
 - 10 pts Learning Contract (indicating which assignments you plan to do)
 - 100 pts **selected from among the following possible assignments (your choice):**
 - Research project: proposal (10), paper (70), letter to decision maker (20),
 - Field trips & reports (due one week after the field trip) (10pts per hour up to 10 hours & 100 pts)
 - Help session participation (up to 50 pts)
 - Portfolio-- demonstrate your Science Literacy (25 pts)
 - Presentation (oral, poster, or web page) on service project or research paper (25 pts)
- (You may also choose to do up to 50 points of extra credit selected by you from above choices)

HOW TO LOSE POINTS:

- Unexcused absence from field trip once signed up – drop a letter grade for course.
- Late work – Each week an assignment is late, it loses half its value.

ASSIGNMENTS ARE DUE IN HELP SESSION during WEEK INDICATED BELOW;

Keep a copy of all assignments turned in. INSTRUCTIONS FOR ALL ASSIGNMENTS ARE IN FAC PAC

WEEK OF WHAT HAPPENS IN HELP SESSION – Discuss study questions, lectures, student concerns, and the items below

- 8-28 Claim a place in a help session; Introduce yourself and your interests; go over fac pac instructions
- 9-4 Discuss study questions, field trips, service project ideas, learning contracts and extra credit
- 9-11 Service project proposal (10pts) due; you may change your project later but submit new proposal if you do.
- 9-18 Project proposals returned and discussed. Be sure your project is approved.
- 9-25 Review for exam
- 10-2 **EXAM this week** -- nothing due; help sessions do not meet; TA's will be grading exams.
- 10-9 **Learning Contract** (10 pts) and Research Project proposals (10pts) due; Exam returned & discussed.
- 10-16 Research Proposals returned; Exam challenges due
- 10-23 Progress report on Service Project due (short). **Day of Dialog Oct 27** www.umd.edu/dayofdialogue
- 10-30 Progress report due on Research project (include a detailed outline & alphabetized list of references)
- 11-7 (W & Th) Research paper outline returned. Service project final reports due. Exam Review
- 11-13 **EXAM this week** on Nov 15 Tues session has Exam Review on 11-13
- 11-20 Help sessions do not meet this week (Thanksgiving)
- 11-27 ALL Remaining WORK DUE (research papers, any remaining reports, portfolios, presentations)
- 12-4 ALL work (that was turned in on time) returned in help session. You must pick it up to get credit.
After finals week + 1, IT WILL BE RECYCLED!

A. COMMUNITY SERVICE LEARNING PROJECT— up to 100 pts

UM wants all its graduates to develop the habit of community service and urges instructors to include service learning opportunities. Students can earn up to 100 pts by providing community service that protects/restores our environment & builds a more sustainable society (15 hr minimum, including training, travel, & reporting, but at least 10 hrs of actual service). You may do group or individual projects. Provide your TA (help session leader) with a short proposal for your service (need/environmental benefit, group served, what you will do, time required) & get approval before proceeding. To earn points for your service project, you must submit a final report that includes your proposal, your project evaluation, and a letter of thanks from those served. Your project evaluation should describe: what you did and learned; how it benefited the community and the earth by increasing sustainability; how you used skills or knowledge from this class; how the project contributed to your preparation for life &/or career; your level of satisfaction in the experience; how the project could have been improved. If you worked on a group project, evaluate the contribution of each group member. Reports must be at least a couple of pages (single spaced).

Some ideas for community service projects (TAs will have more, also note Volunteer Fair in UC this semester)

- Help Missoula Health Dept. with its Household Hazardous Waste Collection Sept 7-8
- Help restore Missoula open space lands on Public Land Day Sept 29
- Help grow food for the food bank at the PEAS farm – all Sept; Campus Sustainability Day Oct 24
- Help UM Recycling, ASUM Transportation, or UM Sustainable Campus Committee with projects
- Help community groups (MUD, WEN, etc) with their projects (many will come to class)
- see also web pages of UM Office of Civic Engagement and Internship Services
and **[EVST's online calendar \(www.umt.edu/conservationcalendar\)](http://www.umt.edu/conservationcalendar)**

B. RESEARCH PAPER AND LETTER TO DECISION MAKER — up to 100pts

UM wants its graduates to be informed, active participants in our democracy. Students can earn up to 100 pts by writing a research paper & letter on a timely environmental issue. Your 1-2 page letter to a key decision maker will be based on your research paper (about 5 pages, single spaced; double space between paragraphs; 10 pt font). Give your TA a proposal (topic, why it is timely, who is target of letter). Your TA will provide you with feedback on your paper & letter, and you will mail the letter & paper to your target audience. If you develop a portfolio, include the proposal, paper, letter and any response you receive. Possible targets for your letter(s):

- elected representative (national, state, local)— comment on pending legislation, ordinance, plan, voting record
- executive agency decision maker (national, state, local)—comment on upcoming decision
(EIS, management plan, permit, etc)
- editor of a newspaper, magazine – note that letters to the editor have word limits

You will be graded on the quality and depth of the research in the paper, not on the opinion or values expressed. You must present verifiable scientific info on a timely environmental issue, but consider your target audience (their knowledge level & attention span). Your research paper should back up the positions in your letter (ie, cite scientific sources & discuss logic—see TA in help session if you are unsure what constitutes a scientific source and logic). You may choose to provide info only, but we urge you to draw conclusions & take a stand: support your arguments with verifiable data & accepted scientific concepts. For topic ideas, see newspapers, newsletters/websites of groups working on environmental issues. Get help with your writing at: <http://www.umt.edu/writingcenter/>

Group research papers (about 5 pages per person) are allowed; plan these carefully with your TA.

CITE YOUR SOURCES!!!!!! Very important. Both to show that you really did some research and to avoid plagiarism – that is, taking credit for the ideas or work of others. Plagiarism is grounds for failing the course and for dismissal from the university. Your research paper **MUST** include a **list of references** that cites all your sources in scientific citation style (not in footnote style). Scientific citation style is described in this faculty pac, and your TA can explain it further. Remember to cite sources as you use them in the paper as well as collect them all together in a list at the end of the paper (alphabetized by lead author's last name). See instructions for planning your paper (p7), organizing papers (p8) & citing sources (pp 9-10).

C. FIELD TRIPS & REPORTS up to 100 pts

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A large number of field trips will be offered early in the semester (subject to fire closures). Space in University vehicles is limited and will be allocated to those who sign up first. If space is full, a waiting list will be made. If you decide you cannot attend a field trip, notify instructor at least 48 hours in advance so others can be notified of available space. IF YOU DO NOT NOTIFY INSTRUCTOR, YOU WILL LOSE POINTS.

You can earn up to 10 points per hour of field trip time up to 10 hours & 100 pts. You must turn in a report to earn the points, and points received depend on the quality of the report. Reports should be at least ½ page of single-spaced writing per hour of trip. Reports should summarize the important technical info presented on the trip and relate these to concepts discussed in class. Reports should not simply say that you 'learned a lot and thought the trip was great'. Take careful notes on a field trip to help you write a good report. If fires or bad weather result in cancellation of most of our field trips, attendance at certain conferences may be substituted if pre-approved (proof of attendance required). **Reports are due to your TA one week after the trip or conference.** Students have failed for copying reports. Write your own.

D. PARTICIPATION/ATTENDANCE AT LECTURE AND HELP SESSIONS (up to 90 & 50 pts)

Students who attend lecture regularly get much more out of the course (or at least earn better grades). To encourage attendance, I will periodically request that a short essay question be answered in class. Those who regularly attend & turn in thoughtful essays will receive up to 90 additional points on their final grade.

Help sessions are intended to provide students with a place to interact in smaller groups with a discussion leader (the TA). Help sessions are a good place to discuss concepts or assignments that confuse you or topics that you feel have not received enough attention in class. Help sessions will also serve as exam review sessions and places to turn in assignments and receive graded work. **Assignments will not be accepted or returned in lecture class—this is too disruptive.** Help sessions should be used as open office hours with TAs. Students who actively participate in help sessions have earned higher grades in the past. To encourage active participation in help sessions, those who regularly participate actively in help sessions will receive up to 50 additional points.

E. PRESENTATIONS ON PROJECTS – up to 25 pts

Students may give a presentation on your service and/or research projects near the end of the semester. Most will probably choose to give oral presentations, but you may develop a poster to display & you are encouraged to find a high visibility place to display it (such as a library or the mall). Or you may develop a web page on your project. Excellent oral presentations may be invited to present to the entire class (but you may decline if you wish).

F. PORTFOLIO –up to 25 points

You can earn up to 25 points by collecting together the work you've done in this class and evaluating it in a portfolio in order to demonstrate you've developed proficiency in Science Literacy. Read UM's historic definition of 'Natural Science Literacy' in this FacPac (p6). This states UM's historic goals for science literacy among its graduates. The first section states a number of things that scientifically literate citizens can do. Write an **essay** (1) explaining how you increased your skills in each of these areas in this course; use examples from the work you did in the course (essay tests, letters, research papers, field trips, service projects, etc).

UM's science literacy document then lists a number of desired outcomes for students. Write a short essay on each of these demonstrating your understanding of these concepts. **Essays** should be entitled:

- 2) The most critical concepts and processes of science I learned in Environmental Science
- 3) What are basic and applied environmental science, and how do they shape one another?
- 4) Science and technology—how have they harmed our environment? How can they help restore & protect it?

Your portfolio should be a 3 ring binder with dividers that includes **the above 4 essays, all your exams revised, assignments, & any evaluations** of these you are told to perform, including the one on community service.

For each **exam**, rewrite/improve your essays to demonstrate your knowledge of these subjects. Include your field trip reports. **Note— to receive credit for your portfolio, you must pick it up at the end of the semester.**

The course fac pac (available at the bookstore) clearly explains: Lecture schedule, grading policy, texts, required reading & other assignments, exam schedules, office hours and how to contact the class instructors.

Basic Class Etiquette

You should arrive before class starts and wait until class is over to depart. If you must arrive late, enter as quietly as possible. If you must leave early, let the instructor know in advance and leave as quietly as possible. Avoid scheduling conflicts that would cause late arrivals and early departures. When in class, participate in class activities and avoid disrupting class by talking during lectures. Class etiquette is especially important when guest speakers visit class. They are giving their time to you without pay; respect that. In help sessions, work with the TA to develop a respectful method of ensuring that all can participate in discussion. Respect all viewpoints, including your own.

What constitutes a Pass for P/NP option? Earn 60 % of possible points.

Attendance policy: Attendance is occasionally taken in lecture (usually when guest speakers appear) and always taken in help sessions. Regular attendance at lectures and active participation in help sessions earns points. Attendance is taken by having students answer a short question about the lecture. To receive full credit, answers should reflect that the student was present in mind as well as body.

Policy on making up exams: To make up an exam, student must contact Professor Watson before or soon after the exam and explain reason for missing the exam (medical or personal emergency). If a student misses either of the 2 mid term exams, the makeup exam is a comprehensive exam offered during the final exam period for this course. Taking this exam is by appointment only.

Receiving an incomplete: To receive a grade of I or 'incomplete', student must request an incomplete and explain what unexpected emergency made it difficult or impossible for the student to complete course work by the due dates. Student must also agree to a date by which the work will be completed and turned in. Some late work penalties will still apply.

Late work: As fac pac says, assignments lose half of their value for each week late. Hence, work that is 2 weeks late will receive no points. Extreme hardship cases may negotiate some reduction in late penalties but will likely have to request an Incomplete if a large number of assignments must be handed in late.

What are the deadlines of adding, dropping or changing grade options in classes?

According to UM's 'Important Dates' at http://events.umt.edu/?calendar_id=27&upcoming=upcoming&

Sept 7 is the last day to add online;

Sept 17 last day to drop or change grade system online and receive partial refunds.

Oct 29 is the last day to drop (or change grading system) with a simple drop/add form (\$10 charges each drop, & no refund on the classes dropped; you get a W on your transcript). After this date, you must petition to drop (more hassle) and you get a WP or WF on your transcript IF your petition is approved.

Dec 7 is the VERY last day to drop (last day of classes). After that, take your petition to God.

(this is known as the 'drop dead' drop deadline).

Expectations of Auditors -- Auditors must practice the same basic class etiquette as regular students. This is the only expectation of unofficial auditors. Official auditors must attend class regularly (as evidenced by in class essays) and answer the 4 essay questions described in the portfolio. Failure to meet these expectations, will result in a notation in the student's academic record indicating that attendance/participation was not satisfactory.

Disabilities -- The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

Academic Honesty -- All students must practice academic honesty. Academic misconduct is subject to academic penalty by instructor and/or disciplinary action by UM. All students must be familiar with the Student Conduct Code

at http://life.umt.edu/vpsa/student_conduct.php