Course Overview: This course will focus on the interdependence of humans and their environment. Emphasis will be on our place in nature, pollution, man-modified habitats, and environmental protection. We will finish this course by exploring where you and your ideas could bring us.

Course Objectives:

- Students will become familiar with ways humans have been interacting with their environment
- Students will understand the evolutionary path that led to Homo sapiens
- Students will understand how human actions have positively and negatively impacted the environment.
- Students will think about applications of course material (to improve thinking, problem solving, and decisions)
- Students will understand the complex relationship between environmental problems and solutions
- Students will have an appreciation of where we might be headed

Student Learning Outcomes

- Students will become familiar with the interactions between humans and the environment and how they shape each other
- Students will demonstrate an understanding of the interaction between man and the environment through critical thinking, writing, and presentations

Materials Required

- Course Text: None
- Access to OAKS (Zoom if necessary)

Prerequisite: None
COURSE ASSIGNMENTS

Exams
We will have two exams and a final cumulative exam that will be administered during the course. These tests are designed to assess your knowledge of the subjects covered. They will consist of multiple choice, true-false, and short answer questions.

OAKS Assignments
There will be online assignments, course readings and quizzes offered through the OAKS platform. These assignments will be placed on the OAKS course calendar and will be mentioned during class. It is your responsibility to keep an eye on OAKS for these assignments.

Nature Journal
This journal is designed to get everyone outside and to think about your own interactions with nature. Each week a journal prompt will be posted on Oaks that you have a week to respond to. Generally, a 2 to 3 paragraph thoughtful response will gain you more credit, although there is some flexibility in how you respond to the prompt. You must complete 10 of the 15 journal entries to be eligible for full credit. A rubric for the journal prompts can be found on OAKS.

Class Discussion
Each module will include a discussion that will help guide your thinking through the topic. For each discussion thread you are required to respond a total of 3 times. Once to the discussion thread itself and twice as responses to your classmates posts. Discussion board contributions are graded using the following criteria 1) frequency (number of postings), 2) quality of your postings (based on the discussion rubric), and 3) timeliness. A rubric for the discussion prompts can be found on OAKS.

Wicked Problems Model
In this assignment, you will create a model (drawing, diagram, flowchart, etc.) that explores the causes and effects of an environmental issue you are interested in. This assignment will consist of two parts, an initial model that will be worked on at the beginning of the semester and a final model due later in the semester. You will be assessed on how your model changes over time, as well as the feedback you provide to your fellow classmates on their models. The initial model will be due Monday October 3rd, and the Final model will be due to the appropriate drop box on Monday November 7th.

Humans and the Environment Project
This is a two-part project where you get to think through an environmental issue you are interested in and come up with a solution. The first part of the project involves designing and preparing your own proposal for an activity that would engage citizens with their environment in a positive way related to your environmental issue. This could be a citizen science project, environmental education project, campus project, clean up technology, etc. The final portion will be an in-class display (Nov 30) where you will receive feedback from your peers on a poster you create about your project. The final paper will be due Wednesday 7 Dec. More information on the project can be found on OAKS.

Note: Missing an assignment, test, or final without permission from the instructor will result in a zero. If the student cannot be present, they are expected to contact the instructor BEFORE the assignment/test/final. Whether the student is allowed to make-up the assignment/test/final is entirely at the discretion of the instructor regardless of a letter from the dean.

Grading of Assignments: The following criteria will be used to calculate the grade.
Two In-class Exams (10% ea.): 20%
Final Exam (cumulative): 25%
H&E Project: 15%
  Proposal (5%)
  Defense & Final Product (10%)
Oaks Assignments: 15%
Wicked Model: 5%
Nature Journal: 10%
Discussion: 5%
Participation: 5%

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
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<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>77-79</td>
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Other aspects of grading follow the CofC standards. The last day of drop/add is Monday, Aug 29th. The last day to withdraw with a grade of “W” is Thursday, Nov 17th.

Extra Credit: I will offer potential extra credit with a maximum 5% value added to your lowest exam score. NOTE: These extra credits are a token to encourage general science involvement. Your time is better spent studying for an exam!! Extra credit must be submitted by the last day of lectures (Dec 5th, 2022) to be considered. Before you start, I strongly advise you to come and see me to discuss the specifics of the assignment.

COURSE DESIGN AND TECHNOLOGY

Course Design
This course will be taught face-to-face. With the option to switch to virtual if needed due to quarantine. The course is designed in modules which all contain readings, assignments, discussion posts, and journal entries. The due dates for all assignments can be found on our OAKS page.

OAKS
I will be using OAKS throughout the semester to provide you the syllabus, class materials, assignments, quizzes, and your grades. I will update OAKS frequently so you will need to check it multiple times a week to stay up to date.

ZOOM
We will be using ZOOM for any synchronous lecture sessions if we need to go virtual. The access links and passwords will be available on our OAKS homepage. I will be using the waiting room feature for our ZOOM sessions. I ask that you make your username your first and last name so I can quickly assess that you should be added to the meeting. Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, you consent to being recorded. Recorded class sessions will be available on our OAKS page after the session and will not be shared with anyone who is not enrolled in the class.
COURSE POLICIES

Patience Please
You must be willing to take responsibility for learning to use OAKS software. There are many resources (CoC tutorials) available for you to use and you should turn to those first. The ability to learn to learn is the hallmark of a college-educated person. Let’s start this course be recognizing that you will have to do that to successfully complete this course.

Communication and Response
I will usually check e-mail frequently. Please do not wait to the last minute to complete any assignment because if you run into trouble, there is no guarantee that I will be there to provide a solution at the moment you want it.

Attendance
Attendance in this course will set you on the road to success and will be taken. Lecture is an excellent time to ask questions and participate in an active discussion of topics and hands-on activities. Lecture is also when I will mention any announcements about posting of critical information on OAKS including handouts, study guides, extra credit opportunities, and online quizzes.
If you miss a class, I expect you to be proactive and collect any notes, handouts, or other materials from that class. If you will have a planned absence on the day of an exam – you must notify me BEFORE the exam is given.

COVID-19
While I am excited to teach you this semester, my first goal is to keep us all safe and healthy. With this in mind, I ask the following of all of us:
1. To strongly consider getting the vaccine to protect ourselves and others.
2. To properly wear a facing covering when in our classroom and building. This means wearing a mask that reaches from the top of the nose to the bottom of the chin.
3. To monitor and maintain my personal health, regularly check my temperature and avoid public spaces if I am showing symptoms of COVID-19.
4. To receive a COVID-19 test when showing symptoms and remain out of public space until I obtain results and/or have been released from isolation or quarantine by a licensed medical provider.
5. To self-report if you test positive or are exposed to someone who tests positive with COVID-19
6. To be sensitive and respectful of others in regard to COVID-19 and conversations surrounding the topic.

COVID-19 and Attendance
If one or more students are absent for an extended period of time due to COVID-19 (quarantine or isolation), I have the right to, conduct the class exclusively online via OAKS for the duration of student quarantine/isolation, record class lessons to share with students, or choose an alternate accommodation that provides the impacted student(s) with the opportunity to continue in the course. The specific accommodation will vary depending on the number of students affected, the expected duration of their absence, and the needs of the class.

Classroom Courtesy
A movie theater and a classroom might not have much in common except when it comes to the distraction of electronic devices. Students are asked to keep all cell phones and other devices that beep in silent mode and out of sight unless being used for taking notes. Exceptions will be made in extreme
situations such as spouses anticipating the birth of a child or a serious emergency. Permission to leave an electronic device on should be obtained prior to class.

NETIQUETTE
To maintain a respectful and supportive environment, please uphold these rules of netiquette. Netiquette is network etiquette, the do's and don'ts of online communication.

• **Be kind and ethical.** Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite. (I'm assuming here that you would not feel comfortable saying rude or harassing things to a person's face. . .]

• **Be aware** of how your communication may be perceived by others. For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting? Or, if you have a dry sense of humor, will your sarcasm be evident or might folks misinterpret your message?

• **Be forgiving.** We all make communication faux pas, so ask clarifying questions rather than attacking. But if you experience any questionable or outright inappropriate behavior from your colleagues, please let me know.

• **Respect disagreement.** I expect everyone in the class to respect others' rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking. This does not mean you have to agree with everything said. Debate is a valuable component of a learning community. However, I expect you to be respectful of me and of your colleagues.

• **Share your knowledge.** As Bill Nye says, “everyone you will ever meet knows something you don’t.” You are an expert in something (perhaps many things), so if that expertise becomes relevant, share your knowledge!

• **Cite your sources.** When you share opinions, it’s important to support your claims with sources. This doesn’t mean that you must have a citation for everything you post, but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. But whenever you are using the intellectual property of others, you must always cite your sources.

• **Help each other.** If you notice a colleague has asked a question or written about a problem, jump in and offer assistance. This is especially true in the Course Lounge discussion board.

Inclement Weather, Pandemic, or Substantial Interruption of Classes
If in-person classes are suspended, I will provide you with a plan for our change to complete virtual learning using a combination of asynchronous (on your own time) and synchronous instruction. For virtual learning, you will need access to a computer equipped with a web camera, microphone, and internet access. Resources are available to provide you with these essential tools.

Academic Integrity
Students are expected to behave in an honest and responsible manner. Violations of the honor code are offensive and will generally be dealt with severely. We will adhere to the following policy as quoted from the Honor Council’s recommended guidelines:

“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from
repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

### STUDENT SUPPORT

#### Office Hours
Please reach out to me if you need any additional help in my class or are just looking for some general advice about your academic path here at the college. I will happily meet you virtually by appointment during my posted office hours.

#### Discussion Board
If you have a question, I encourage you to look at the Discussion Page. I have created a forum for you to ask questions. Someone else may have already asked your question. If not, feel free to pose the question. If you know an answer, feel free to respond to one of your classmates.

#### IT Help
If you have technical problems, please contact the Student Computing Support Desk at 843.953.5457 or email [studentcomputingsupport@cofc.edu](mailto:studentcomputingsupport@cofc.edu). Check for computing downloads and tutorials at [https://blogs.cofc.edu/sits/](https://blogs.cofc.edu/sits/).

#### Student Accommodations
Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged. For more information visit: [http://disabilityservices.cofc.edu/index.php](http://disabilityservices.cofc.edu/index.php)

#### Center for Student Learning

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Biology 204-01
Fall 2022
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing strategies, and course content. They offer tutoring, Supplemental Instruction, study strategy appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843) 953-5635.

**Access to Computers/internet**
Beginning Fall 2020, laptops are required for all students. If you are unable to obtain a laptop Information Technology has a limited number of laptops available to students who can’t afford one. For more information or laptop requirements please look at Information Technology’s website: [https://it.cofc.edu/laptops/](https://it.cofc.edu/laptops/).

**Physical & Mental Health Resources**
At the college, we take every student’s mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/ homesickness) please consider contacting either the Counseling Center (professional counselors at [http://counseling.cofc.edu](http://counseling.cofc.edu) or 843.953.5640) or the Cougar Counseling Team (certified volunteers through texting “4support” to 839863 or visit [http://counseling.cofc.edu/cct/index.php](http://counseling.cofc.edu/cct/index.php)). You can also visit both on campus on the 3rd floor of Robert Scott Small. These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

**Life-College Balance and Self-Care**
Whether it is family and relationship problems, working nearly full-time, depression, anxiety, problems related to alcohol or other drug use, sexual assault and/or the death of family and friends, I am aware of and sympathetic to the fact that college students experience these and other challenges that make it difficult to focus on academics. If you experience one or more of these things during our class and you are struggling to complete coursework, please communicate with me. There are numerous resources that I can recommend to you, and to an extent, I can work with you on deadlines. You can review those resources at [https://sites.google.com/cofc.edu/self-care-hoffmann/home?authuser=1](https://sites.google.com/cofc.edu/self-care-hoffmann/home?authuser=1) and/or you can contact me directly.

Depending on what you are going through and the extent to which it is affecting your life, withdrawing from the class is sometimes the best option—Wednesday, October 28th is the deadline for withdrawing from full semester classes. Regardless of your circumstances, please reach out to me or somebody else for support.

**Food & Housing Resources**
Many CoCf students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support ([http://studentaffairs.cofc.edu/about/salt.php](http://studentaffairs.cofc.edu/about/salt.php)). Also, you can go to [http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php](http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php) to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that
provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to me if you are comfortable in doing so.
Course Road Map

Introduction
Aug 24

Module 1: Background & Population/Community Biology
Aug 29, 31

Module 2: How We Arrived Here
Sept 5, 7

Module 3: Human Population
Sept 12, 14, 19

Test 1
Sept 21

Module 4: Feeding our Population
Sept 26, 28, Oct 3

Module 5: Powering our Population
Oct 5, 10, 12

Module 6: Natural Resources
Oct 17, 19, 24, 26

Test 2
Oct 31

Module 7: Climate
Nov 2, 9, 14

Module 8: Policy and Beyond
Nov 16, 21

Module 9: Solutions?
Nov 28, 30, Dec 5
### Tentative Lecture Schedule
The material in this syllabus is subject to scheduling changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Reading Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24 – Wed</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Aug 29 - Mon</td>
<td>Wicked Problems</td>
<td>Last day of drop add</td>
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<tr>
<td>Aug 31 - Wed</td>
<td>Science Skills</td>
<td>In-class assignment</td>
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<tr>
<td>Sept 5 - Mon</td>
<td>Human Evolution</td>
<td>Human Evolution Reading</td>
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<td>Sept 7 - Wed</td>
<td>The Origins of Us Movie</td>
<td>Origins of us Worksheet</td>
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<td>Sept 12 - Mon</td>
<td>Industrialization</td>
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<td>Sept 14 - Wed</td>
<td>Human Population</td>
<td>Human Pop Quiz</td>
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<td>Sept 19 - Mon</td>
<td>Anthropocene and Environmental Health</td>
<td>Anthropocene Readings</td>
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<td>Test 1</td>
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<td>Sept 26 - Mon</td>
<td>Agriculture</td>
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<td>Sept 28 - Wed</td>
<td>Agriculture</td>
<td>Green Revolution Quiz</td>
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<td>Oct 3 - Mon</td>
<td>Factory Farming</td>
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<td>Oct 5 - Wed</td>
<td>Traditional Energy</td>
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<td>Oct 10 Mon</td>
<td>Green Energy</td>
<td>Energy Reading and Quiz</td>
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<td>Green Energy</td>
<td>In-class assignment</td>
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<td>Oct 14 - Mon</td>
<td>Water Resources</td>
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<td>Oct 19 - Wed</td>
<td>Water Pollution</td>
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<td>Biodiversity Reading and Quiz In-class assignment</td>
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<td>Nov 2 - Wed</td>
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<td>Nov 7</td>
<td>FALL BREAK</td>
<td>IPCC Reading</td>
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<td>Nov 9 - Wed</td>
<td>Climate Change</td>
<td>In-class assignment</td>
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<td>Nov 14 - Mon</td>
<td>Climate Change Mitigation</td>
<td>Reading and Quiz</td>
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<tr>
<td>Nov 16 – Wed</td>
<td>Environmental Movement</td>
<td>In-class assignment</td>
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<tr>
<td>Nov 17 - Thurs</td>
<td>Last day to withdraw with a grade of ‘W’</td>
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<tr>
<td>Nov 21 - Mon</td>
<td>Environmental Policy and Ethics</td>
<td>Reading and Quiz</td>
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<tr>
<td>Nov 23</td>
<td>THANKSGIVING DAY HOLIDAY</td>
<td>Reading and Quiz</td>
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<td>Nov 28 - Mon</td>
<td>Sustainable Cities</td>
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<td>Nov 30 - Wed</td>
<td>Sustainable Solutions</td>
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<tr>
<td>Dec 5 - Mon</td>
<td>Final Project Poster Session</td>
<td>Final Project Due</td>
</tr>
</tbody>
</table>

**Aug 29: Last day of drop/add**

**Nov 17 - Thursday: Last day to withdraw with a grade of “W”**

**FINAL EXAM: Saturday Dec 10th from 3:30 – 5:30 pm**