

## ESPM 1011: Issues in the Environment

M, W 12:50 – 2:05 pm  
B45 Ruttan Hall, St. Paul Campus

3 credits  
Fall 2017

### Instructors

Dr. Joe Knight, Dept. of Forest Resources  
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pm or by appt.

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### Primary Teaching Assistant

Molly O'Connor, Dept. of Forest Resources  
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### Secondary Teaching Assistant

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Office Hours: By appt.

### Course Description

This course is an introductory survey of environmental issues that explores the connections between environmental sciences, policy, and management. The course begins by reviewing scientific, ethical, and economic approaches to environmental decision-making, but our primary focus will be scientific. Then, we'll apply these perspectives to prominent environmental issues, including human population growth, resource consumption, land management (e.g., forestry, agriculture), pollution, and energy use. The course is intended for first-year students majoring in Environmental Sciences, Policy, and Management (ESPM), and for all students who are interested in the environment and wish to satisfy the University's liberal education theme for Environment. The course has no prerequisites and is appropriate for students with little or no scientific background.

### Who and How to Contact Us

General questions regarding course requirements, absences, assignments, use of the course Moodle site, etc., should be directed to the Primary Teaching Assistant. As grading will be divided amongst the Instructors and Teaching Assistants, if you have specific questions about a grade, you should contact the Primary Teaching Assistant and they will pass the message along to the correct person.

We will make time during and directly after class for questions on course material. We encourage you to initiate discussion and ask questions. Further, we strongly encourage you to meet with us during office hours or by appointment. If you encounter difficulty with the course material or format, please ask

questions, talk to us, or contact us via e-mail. Our contact information appears at the top of this syllabus. Each person's office hours are open to all students in the course. Because we all have additional research and teaching responsibilities that sometimes require us to be off campus, we may not always be available during posted office hours. If you cannot reach us during office hours, please contact us to arrange an alternate meeting time.

Course Moodle site: <http://z.umn.edu/1011>

Class time: 70% Lecture, 25% Discussion, 5% Video

Workload: 5 pages of reading per week, 13 graded items (assignments and/or exams)

Exam format: Combination of short answer, multiple-choice, and true-false.

### Course Text

There is no required course text. Exams will be drawn exclusively from materials presented during lectures. For those who would like to purchase a resource text, Google "environmental science textbook" to view the many options.

### Learning Objectives

By the end of this course, you should be able to:

- understand basic facts and concepts involved in the study and practice of environmental science;
- appreciate the complexity of environmental issues and policies, as influenced by different scientific, ethical, and economical perspectives;
- evaluate the quality and reliability of available information about the environment;
- clarify your own position by rationally evaluating competing evidence and attitudes;
- motivate yourself to become part of the solution to our environmental problems; and
- develop your ability to learn within different cultural perspectives

### Grades

Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. Grades will be assigned in terms of a percentage of possible points according to the following standards. The "+" and "-" grading symbols will be used. Assigned grades will NOT be "rounded-up" for any individual student.

	B+ 87-89.99%	C+ 77-79.99%	D+ 67-69.99%	
A 93% and above	B 83-86.99%	C 73-76.99%	D 63-66.99%	F < 63%
A- 90-92.99%	B- 80-82.99%	C- 70-72.99%		

Incompletes (I) will be assigned only in extraordinary circumstances, such as prolonged illness, and will require a signed contract with the instructors. In no event will any such written agreement allow a period of time which is longer than six months from the end of the course (the date of the last exam) to complete the course requirements. Students taking this course using S/N grading must complete all assignments and earn a cumulative grade of C- or higher to earn an S (Satisfactory); students earning a D+ or lower will receive a grade of N. **As mandated by University Policy, we will issue formal mid-term alerts to all students earning a D or lower (< 67%) by the end of week 7.**

Points earned for each assignment will be posted on Moodle. Students are responsible for making sure that those postings are accurate.

<b>Components of Your Grade</b>	<b>Possible Points</b>	<b>% of Total</b>
<u>Items common to all students (Common Core)</u>	<u>380</u>	<u>68.5</u>
First day survey	10	1.8
Submit choice of paths	20	3.6
Tools for change summary	30	5.4
Politics and the environment summary	30	5.4
Wild rice summary	30	5.4
Campus or community event	50	9.0
Wetland restoration assignment	30	5.4
Exams (4)	180	32.5
<u>Chosen Path Assignments</u>	<u>175</u>	<u>31.5</u>
Assignment #1	75	13.5
Assignment #2	100	18.0

### Common Core and Path Options

Paths provide different ways for you to progress through the course. The objective of doing this is to allow you to customize the homework assignments to your strengths. *In addition to the Common Core requirements, each student will complete one Path.* These Paths are intended to be of similar difficulty (i.e., there isn't an "easy" choice). There may be one Path that is more suited for your strengths, but both of them will require some work. Choose based on what you like and what you're good at doing. You must complete one of the two Paths (along with the Common Core); you may not mix and match assignments from both.

**Once you have made your Path choice (due date is September 13), you will NOT be allowed to change your Path option later in the semester.** All assignments will be posted on Moodle, due dates are listed in the course schedule, and we will discuss the Common Core and Path assignments multiple times in class to make sure you understand what you need to do. The following is a brief summary of the Common Core and the two Path options. More detailed information about each assignment is posted on Moodle

### **Common Core (all students will complete these assignments)**

In the Common Core all students will do the following:

- 1) complete a Moodle-based survey about yourself on the first day of class,
- 2) choose which one of the two Paths you will complete (Citizen or Scholar),
- 3) complete an assignment focused on approaches for solving environmental issues (tools for change summary),
- 4) complete an assignment focused on how politics interface with environmental issues,
- 5) complete an assignment focused on wild rice case,
- 6) complete a campus/community event assignment,
- 7) complete an assignment focused on wetland restoration, and
- 8) take four exams.

Specific guidelines for the assignments are posted on Moodle.

### **Exams**

There are four exams within the course, each worth 45 possible points. Study guide topics will be presented at the end of every PowerPoint lecture when posted on Moodle. While the study guides will not be all-inclusive, they will serve as an excellent review of possible topics that could be addressed on an exam.

Each exam will be administered online through Moodle. On each exam date, the exam will be available from 8:00 AM until 11:59 PM. Unless you have a letter from Disability Services specifying a different

amount of time, you will have 60 minutes to complete the exam once you start it or until 11:59 PM, whichever comes first. Moodle administers the clock during the exam (i.e., identifying the specific moment when you begin the exam, the amount of time you have to take the exam, and the specific moment when it closes the exam to you). While you can take the exam wherever you wish, it is your responsibility to secure a reliable computer and internet connection for the exam. We will not accept any excuses if your computer stops working or if your internet connection is lost during the exam.

Wherever you complete the exams, you are required to work individually on each exam and submit your own work. Any collaboration on or sharing of information about exams will be considered cheating and will subject to the Student Academic Integrity and Scholastic Dishonesty policies included in this syllabus. As with all other course assignments, written answers need to be in your own words and avoid plagiarism.

In addition to the Common Core, all students will complete two assignments for *either* the Citizen Path *or* the Scholar Path. Specific guidelines and examples of each assignment are available on the course Moodle site. For each Path assignment, you are required to submit all or a portion of it to Turnitin.com, an internet-based plagiarism assessment service, as described below.

### **Citizen Path**

In the Citizen Path you will complete the following two assignments.

- 1) Create an instructional video – Video is a great way to present information to non-experts. For this assignment, you will make a 7 - 15 minute video that you'll post to YouTube explaining a concept related to the course and provide a short written description of the movie and its creation. You have a lot of flexibility in how you create the video, so don't be intimidated by this assignment.
- 2) Create and maintain a presence on social media – For this assignment you will participate in social media *consistently over the course of the semester* on a topic related to the course. As you will need to make at least 10 posts during 8 weeks, you will need to make at least one post every week. **Do not wait until the last week to work on this.** You must use a blogging platform such as Tumblr or similar site. You are *strongly encouraged* to discuss your choice of a topic with your instructor or teaching assistant before proceeding. As a part of this assignment, you will submit a report about what you did, with links to your social media activity.

### **Scholar Path**

In this Path you will write a paper and create a lecture, as described below.

- 1) Write a synthesis up to 4 pages in length on the “state of an environmental issue” paper for one of the topics we will discuss in class. The paper will include your thoughts on two potential solutions to the problem you describe, building on the Tools for Change assignment (September 20).
- 2) Create a slide-based lecture. During your time in college, you'll likely see hundreds, if not thousands, of slide-based presentations. There is an art to presenting information on slides, and a method behind that art. It's not easy, but when done well it can highlight the important information, add clarity to your points, and act as reinforcement for your talking points. For this assignment, you will create a slide-based presentation with at least 40 content slides for one of the topics in this class.

### Assignment Submission

Unless otherwise noted, **assignments must be submitted by the beginning of class (12:50 PM) on the due date.** Some assignments can only be submitted in class. An assignment turned in later than 12:50 PM on the

due date will be penalized by 25 percent for every 24-hour period it is late. The late time begins at 12:50 PM on the due date, and is calculated as follows: a) 1 minute-24 hours late: 25% penalty; b) >24-48 hours late: 50% penalty; c) >48-72 hours late: 75% penalty; d) >72 hours late: 100% penalty.

### Extra Credit

**There are no extra credit opportunities in this course.** Students are not permitted to submit extra work in order to raise their grade.

### Lecture Slides

Slides from each lecture will be posted on the course Moodle site after each lecture. The slides will contain key points from each lecture and are not intended to be a substitute for attending class.

### Disputing Grades and Posted Point Totals

Inquiries regarding any changes of grade should be directed to the course instructors or teaching assistants; you may wish to contact the Student Conflict Resolution Center (SCRC) in 254 Appleby Hall (624-7272) (<http://www.sos.umn.edu>) for assistance. If you wish to dispute the grade assigned to an assignment or a question on an exam, you must **do so IN WRITING to the primary teaching assistant or appropriate instructor within one week after the exam or paper has been returned to the class.** You must state what is to be reevaluated and include a specific rationale for why your answer is correct, or why the paper deserves a higher grade. "I think I deserve a better grade" does NOT constitute an acceptable rationale.

Students are responsible for ensuring that their grades posted to Moodle are accurate. Except for the last exam and Path 2 assignment, you have until the date of the last exam (December 13) to question the accuracy of reporting on Moodle for any of your posted scores.

### Credits and Workload Expectations

This three-credit course will require, for the average University of Minnesota undergraduate student, nine hours of academic work per week, averaged over the term. Since the course meets for three hours a week, you should expect to spend an additional six hours a week on coursework outside the classroom. Most of this extra time should be spent reviewing lecture notes and working on course assignments.

### Classroom Conduct

All students at the University have the right to a civil, productive, and stimulating learning environment. In turn, instructors have a responsibility to nurture and maintain such an environment. Students who disrupt the educational process because of discourteous, threatening, harassing, or other aggressive behavior will be removed from class.

- Please arrive on time and stay the entire class period. If you must arrive late or leave early, please sit near the back door and try to enter or exit quietly.
- Silence your electronic devices (e.g., cellphones, laptops) before class begins.
- When using a computer or tablet during class, please refrain from using it for non-course-related activities.
- Avoid eating lunch during class (drinks or light snacks are ok).

### Absences and Makeup Work

While class attendance is not counted in the grading for this class, attendance and participation in class should facilitate learning course material. You are responsible for *documenting* the legitimacy of any absences on days when assignments are due or on exam days. Legitimate excused absences include:

- illnesses certified by Boynton Health Service or your family physician
- emergencies caused by a death or serious illness in your immediate family

- participation in intercollegiate athletic events or other official University activities
- subpoenas, jury duty, military service, and religious observances

If you know that you will be absent on a particular day, let the Primary Teaching Assistant know beforehand and provide appropriate written documentation. To retake an exam or submit a late assignment without penalty, you must provide written documentation of your absence to request an excused absence. Normally, make-up work for assignments should be submitted within one week of the original due date. We will work with you to develop a process and timeline for completing makeup work on assignments after an absence has been excused.

### Citing Non-original Information

**You must cite all non-original information and you may not self-plagiarize.** Non-original information means anything non-obvious that you learned or used from another source. Self-plagiarism includes any materials you created for this course at any time or for any other course. Thus, your work must be original and new.

While you would not need to provide a citation for a statement like, “the sky is blue,” you would need to cite any non-original opinions, data, or other information about your topic as well as images or music that you may use. You must use the style guide developed by the American Chemical Society (ACS Style Guide available at: <http://libguides.williams.edu/citing/acs>) for all citations. As the link does not include a citation format for images, use the following format.

Author(s) (or Unknown if none is provided). Website title or some other descriptive title if not provided for the image. URL. Date accessed.

Example of the format: Mogford, S. Sustainable Earth. <http://www.corporatelivewire.com/top-story.html?id=what-is-environmental-due-diligence-to-the-power-and-energy-sector> (accessed September 27, 2017).

### Student Academic Integrity and Scholastic Dishonesty

You are expected to do your own academic work and cite sources on assignments. Failing to do so is scholastic dishonesty which we will report to the Office for Community Standards. Any evidence of scholastic dishonesty on exams (e.g., two or more students collaborating on the exam as evidenced by their responses, or copying information from the internet into responses to short answer questions) will also be treated as scholastic dishonesty. Scholastic dishonesty includes (but is not necessarily limited to) plagiarism of yourself or others; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonest grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)). If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University.

The Office for Community Standards provides more information about scholastic dishonesty (<http://communitystandards.umn.edu/>). If you have further questions, please see one of the instructors or the Primary Teaching Assistant.

## Sexual Harassment

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult the Board of Regents Policy:

<http://www.policy.umn.edu/hr/sexualharassment>.

## Accommodations for Students with Disabilities

The University is committed to providing all students equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory or physical) are recommended to contact DRC at 180 McNamara (612-626-1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students registered with DRC and who have a current letter requesting accommodations are encouraged to contact the instructor or Primary Teaching Assistant early in the semester to review how the accommodations will be applied in the course.

Additional information is available on the DRC website <http://diversity.umn.edu/disability>.

## Student Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via

<http://www.mentalhealth.umn.edu>.

## Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult the Board of Regents Policy:

[regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf).

## ESPM 1011 Class Schedule – Fall 2017

9/6/2017

Date	Class #	Day	Topic	Due	Instructor
<b>Module 1: Foundations</b>					
9/6	1	W	Introduction; Nature of science	<b>Survey</b>	Joe / All
9/11	2	M	Environmental ethics		Joe
9/13	3	W	Environmental policy	<b>Path Choice</b>	Forrest Fleischman
9/18	4	M	Environmental economics		Joe
9/20	5	W	Tools for change	<b>Tools for change summary</b>	Joe
9/25	6	M	Human population		Joe
9/27	7	W	Politics and the environment	<b>Politics summary</b>	Joe
<b>Module 2: Biodiversity and Land Use</b>					
10/2	8	M	Ecological principles and biodiversity	<b>Exam 1 open</b>	Charlie
10/4	9	W	Managing for biodiversity at White Earth	<b>Wild rice summary</b>	Doug McArthur
10/9	10	M	Threats to biodiversity and wildlife		Charlie
10/11	11	W	Fisheries	<b>Path HW# 1</b>	Charlie
10/16	12	M	Soils and agriculture		Charlie
10/18	13	W	Forests		Charlie
10/23	14	M	Urbanization		Charlie
<b>Module 3: Energy, Atmosphere and Climate</b>					
10/25	15	W	Energy use	<b>Exam 2 open</b>	Dylan
10/30	16	M	Introduction to the atmosphere		Dylan
11/1	17	W	Ozone hole		Dylan
11/6	18	M	Smog		Dylan
11/8	19	W	Climate	<b>Path HW #2</b>	Dylan
11/13	20	M	Climate change 1		Dylan
11/15	21	W	Climate change 2		Dylan
<b>Module 4: Water and Waste Management</b>					
11/20	22	M	Water 1 (hydrologic cycle, watersheds, groundwater)	<b>Exam 3 open</b>	Brandy
11/22	23	W	Waste 1 (marine plastic debris, global food waste)	<b>Campus event</b>	Brandy
11/27	24	M	Waste 2 (mining, electronics wastes, landfills)		Brandy
11/29	25	W	Water 2 (Superfund program, Clean Water Act)		Brandy
12/4	26	M	Water 3 (wetland restoration activity)	<b>Wetland quiz</b>	Brandy
12/6	27	W	Water 4 (quantity, scarcity, conflict, equity)		Brandy
12/11	28	M	Water 5 (ocean acidification)		Brandy
12/13	29	W	Wrap-up	<b>Exam 4 open</b>	Joe / All