EVPP 108 – Ecosphere: Environmental Science I -Lecture – Fall 2020
Section 001 – Face-to-Face Lecture

Instructor: Dr. Kim Largen

Syllabus Outline *(use the hyperlinks to quickly move to the desired section of the syllabus)*

I. Instructor Contact Information

A. Lecture Instructor Contact Information

Course Coordinator: Dr. Kim Largen
Office: DK 3027
Phone: 703-993-1048
Mailbox: DK 3005
Email: klargen@gmu.edu

Office Hours: MWF 7:30am-8:15am and MWF 10:30am-11:15~~pm~~am in DK 3027, or by appointment

II. University-level Course Information

A. Course Administrative Details

Title: "The Ecosphere – Introduction to Environmental Science I-Lecture"
Number: EVPP 108
Section: 001
Credits: This lecture course is worth 3 credit-hours and is delivered in the face-to-face format.
Meeting Days and Times: MWF 8:30am-9:20am
Location: IN 103
Blackboard: One Blackboard page (titled "EVPP 108/110 Lecture – Face-to-Face – Fall 2020") will serve this lecture course (along with the lecture portion of the cross-listed course EVPP 110). For students concurrently taking the separate 1 credit-hour lab course EVPP 109, a separate Blackboard page (titled "EVPP 109/110 Lab – ALL Sections – Fall 2020") will serve ALL EVPP 109 lab sections.

B. Course Prerequisites

There are no prerequisites for this course.

C. Course Description

This utilizes lecture classes to study components and interactions that make up natural systems of our home planet, and teach basic concepts in biological, chemical, physical, and earth sciences in an integrated format.

This **is** an environmental science course, **not** an environmental studies course.

D. Mason Core Learning Objectives Fulfilled by the Course

EVPP 108 is one of two semesters (along with EVPP 112, can be taken in any order) of environmental lab science that fulfills the Mason Core natural science **non-lab** requirements for non-science majors.

The Mason Core natural sciences courses engage students in scientific exploration; foster their curiosity; enhance their enthusiasm for science; and enable them to apply scientific knowledge and reasoning to personal, professional and public decision-making.

To achieve these goals, students will:

- Understand how scientific inquiry is based on investigation of evidence from the natural world, and that scientific knowledge and understanding:
  - evolves based on new evidence.
  - differs from personal and cultural belief.
- Recognize the scope and limits of science.
- Recognize and articulate the relationship between the natural sciences and society and the application of science to societal challenges (e.g., health, conservation, sustainability, energy, natural disasters, etc.).
- Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information).

III. Course Materials

A. Required

1. **Lecture**

The following are **required** for the lecture portion of this course:

a. Access to a web-enabled device outside of class and **during** class to utilize for accessing the required on-line course materials and for the completion of on-line coursework and exams. In order to complete the on-line exams, students must have access to a web-enabled device that 1) has a functioning web-camera, and 2) is capable of receiving and running the Respondus LockDown Browser and Monitor program.

b. Access to Modified Mastering Environmental Science **and** the **electronic** version (etext) of the textbook *Environment: The Science Behind the Stories*, 6th edition. You can purchase these two things together as a package either through the **GMU bookstore for $121.40** (see item ***i*** below) **OR** **on-line directly from the publisher through the link in the course Blackboard page for approximately $94.99** (see item ***ii*** below).

i. **To purchase through the GMU bookstore for $121.20**, find ***Modified Mastering Environmental Science with Pearson EText - Standalone Access Card - for Environment: The Science Behind the Stories, 6th edition*** (ISBN: 9780134605371) and purchase it. This will provide you with a card containing an access code that you then **MUST REDEEM, following the instructions below:**

- Go to mymasonportal.gmu.edu and click on the "courses" tab in the menu along the top of the page.
- Find and click on the course Blackboard page titled "EVPP 108/1110 Lecture - Face-to-Face - Fall 2020" *(this might appear differently in your particular Blackboard course list).*
- In the green menu area on the left side of the page, find and click on "Mastering Environmental

Science and etext".
- In the white area that now appears to the right of the green menu you will see "MyLab and Mastering Course Home" which you will click on.
- Follow the instructions provided within this and subsequent pages pertaining to redeem your access code.

ii. **To purchase on-line directly from the publisher through the link in the course Blackboard page for approximately $94.99, follow the instructions below:**
- Go to mymasonportal.gmu.edu and click on the "courses" tab in the menu along the top of the page.
- Find and click on the course Blackboard page titled "EVPP 108/110 Lecture Face-to-Face - Fall 2020" *(this might appear differently in your particular Blackboard course list).*
- In the green menu area on the left side of the page, find and click on "Mastering Environmental Science and etext".
- In the white area that now appears to the right of the green menu you will see "MyLab and Mastering Course Home" which you will click on.
- Follow the instructions provided within this and subsequent pages to purchase the product – making sure to purchase the etext along with access to Modified Mastering Environmental Science website.

IV. Course Structure

A. Lecture Class Format

1. Partially Flipped Classroom

This class will operate under a "partially flipped" structure. This means that approximately 50%-75% of the lectures will be delivered in the format of pre-recorded, voiced-over PowerPoint presentations posted to the lecture portion of the course Blackboard page that students will be required to view outside of the regular class period so that more of the lecture class time may be devoted to active/interactive learning.

2. PowerPoint Presentations

Many lecture class periods will be devoted to covering material in the traditional format of the instructor delivering PowerPoint-based lectures. When a PowerPoint-based lecture is delivered in class, the PowerPoint presentation itself will be available on Blackboard. The PowerPoint presentation will also be available after the class in which the PowerPoint was covered and will often be available in advance of the class in which it will be covered.

Some PowerPoint lectures will be recorded in a voice-over/screen-capture format. It will be the student's responsibility to view these outside of the regular lecture class period and students will be responsible for the material in the recorded presentations. These recorded presentations will be available on Blackboard as the need arises. It is not possible to announce in advance which portions of which PowerPoints will be posted in recorded format since this will be based on the pace at which the class progresses which is in turn based things such as the amount of class devoted 1) conducting in-class work, 2) making announcements, 3) explaining assignments, and 4) answering student questions.

The distribution of in-class live lectures versus out-of-class recorded lectures is not determined in advance. The instructor will announce in class and post an announcement in Blackboard when students are expected to view a recorded lecture.

3. In-Class Work

The lectures will be interspersed with various types of class work. The class work will be executed via the Learning Catalytics® student response function of the etext, the course Blackboard page, and paper-based worksheets. Examples of class work include, but are not limited to:

- Answering questions (multiple choice, matching, ordering, short answer, discussion) about lecture material.
- Doing an assigned reading in-class and then answering questions about the reading.
- Completing worksheets,

labeling diagrams, or preparing graphs from provided data on-line or in hard copy form.
- Participating in class discussions about lecture material, current topics, or assigned readings.

B. Lecture Class Period

Lecture classes are 50 minutes long. Students should be prepared to spend the **entire** period in lecture class!

C. Lecture Schedule

The lecture schedule can be found at the end of this syllabus. This schedule indicates the lecture topics planned for each lecture class as well as the exam dates. The schedule does not guarantee that a particular topic will be covered on a particular date. Relevant topics in the news might be interspersed into a particular lecture class or students may ask questions or demonstrate confusion about a topic that leads to it taking longer to cover that topic in class than planned. While it might end up that all of the listed topics cannot be covered or covered to the extent originally planned or covered on the date originally planned, the order of coverage will generally proceed as listed in the schedule. Exams dates indicated will not change based on the topic coverage. Instead, the content of the exams will be adjusted, if necessary, to match what has been covered to that point.

V. Grading and Coursework

A. Lecture Grade Basis

The entire course grade (for the 3 credit hour course) is determined by performance in both lecture and lab, and will be based on a total of 700 points.

B. Course Workload

During a regular semester, a general rule of thumb for the amount of time that will be required outside of class time for a course is 1 to 3 hours per credit hour (1 hour/credit hour for "easy" courses, 3 hours/credit hour for "difficult" course). Whether or not this course is "easy", "moderate" or "difficult" is dependent upon each student's background, interest, aptitude, study skills, etc. Depending on where you fall within that spectrum, you should expect to spend between 4 and 12 hours each week on this course outside of the time you spend in the lecture and lab classes.

C. Course Grading Scale

The final course grade will be assigned based on the final total number of points accrued in lecture and lab, combined. The table below shows how the final course point total translates to a final course grade that will be received.

Final Course Point Total	Final Course Average	Final Course Grade	Grade Points
672 - 700	96% - 100%	A+	4.00
630 - 671	90% - 95.9%	A	4.00
616 – 629	88% - 89.9%	A-	3.67
602 – 615	86% - 87.9%	B+	3.33
560 – 601	80% - 85.9%	B	3.00
546 – 559	78% - 79.9%	B-	2.67
532 – 545	76% - 77.9%	C+	2.33
490 – 531	70% - 75.9%	C	2.00
476 – 489	68% - 69.9%	C-	1.67
420 – 475	60% - 67.9%	D	1.00
≤ 420	≤ 59.9%	F	0

D. Lecture Work and Grade Components

The lecture grade will be based on the exams, Learning Catalytics® question sets, Modified Mastering Environmental Science® assignments, and in-class work. Explanations of each of these components can be found in the sections that follow. The table below summarizes what portion of the lecture grade will be determined by each of the components of the lecture work.

Lecture Grade Component	# Points	% of	Comment
Regular Exams	224	32%	Three non-cumulative, regular exams will be administered on-line, each worth 112 points. The lowest of these three exams will be dropped.
Final Exam	224	32%	Cumulative final exam, administered on-line during final exam period on 5/29/20. The score on this exam cannot be replaced.
Learning Catalytics® questions	94.5	13.5%	A minimum of 200 points worth of Learning Catalytics questions will be administered but only 94.5 points will be counted.
In-Class Activities	52.5	7.5%	A minimum of 80 points worth of in-class activities will be conducted but only 52.5 points will be counted.
Mastering Environmental Science ® assignments	105	15%	130 points worth of assignments have been made but only 105 points will be counted.
Total	700	100%	

1. **Regular Exams** (224 of the 700 possible points, or 32%)

   There will be **three regular, non-cumulative exams**, each worth 112 points. The lowest of the three regular, non-cumulative exams will be dropped, meaning that this component of the grade

will ultimately contribute 224 points toward the 700 total points for lecture, or a total of 32% of the lecture grade.

ALL THREE REGUAR EXAMS WILL BE ADMINISTERED ON-LINE VIA THE COURSE BLACKBOARD PAGE USING THE RESPONDUS & LOCKDOWN BROWSER FEATURES. All three regular exams will be administered a minimum of 72 hours after the end of the module covering the material on the exam. Each new module begins immediately after the previous module ends, which means that the class will be working on material in the new module when the exam for the previous module is administered. Each regular exam will become available at 12:00am on the day it is scheduled and it will be due by 11:59pm on that day. Each exam may be taken at any time during the 23 hour 59 minute period that it is available but once it is opened, it must be completed within a 70 minute period (meaning students **cannot** open the exam, work on it for 10 minutes, close the exam and go do something else, and then reopen it and work on it again). The three regular exams will be administered on the following dates:

- Exam #1: 9/21/20
- Exam #2: 10/16/20
- Exam #3: 11/11/20

The regular lecture exams will be closed-source which means you are not permitted to receive assistance from the exam from ANY source.

ALL EXAMS WILL BE ADMINISTERED ON-LINE VIA THE COURSE BLACKBOARD PAGE USING THE RESPONDUS & LOCKDOWN BROWSER FEATURES. In order to complete the exams using these features, students must have access to a web-enabled electronic device that has a web-camera. If a student's personal web-enabled electronic device does not have a web-camera, it is the student's responsibility to locate and utilize a computer that meets the requirements for completing the on-line exams. Students are responsible for knowing how to use the on-line testing platform and Respondus and LockDown Browser features in Blackboard before taking the first exam and are responsible for resolving any technological issues **prior** to the end of the exam availability period so that the exam can be submitted by its due date and time. To encourage students to know how to use the on-line testing platform and Respondus and LockDown Browser prior to the first on-line exam, a practice exam will be offered on-line for 5 points extra credit.

The reasons for administering the all course exams outside of lecture class time using the on-line Respondus and LockDown Browser features include: 1) students will be afforded a slightly longer

period of time to complete the regular exams than would be possible during a 50 minute class period; 2) students can select a time of day to take the exam that works best with their personal schedules and peak periods of mental alertness; 3) students can select an environment (within the context of having access to a web-enabled device with a web camera) that provides them with minimal distraction and optimal physical comfort in which to take the exam; 4) it enables students to learn their raw score on the exam immediately after submitting it rather than having to wait for the instructor to process and post grades for hundreds of exam scores manually; 5) it provides students the option of completing their exam from a remote location so that if they have to be out of town when an exam is scheduled they are not forced to miss the exam and receive a zero for it; and, 6) it provides a method for minimizing cheating on exams which is a benefit to all hard-working students who do not cheat.

On the days that the on-line exams are administered, lecture class will still be held but no in-class work will be conducted. That means that if you choose to not attend class on an exam day, you will not miss any graded work, though you will miss the lecture that is delivered that day and will be responsible for that material on your own.

No make-up exams will be administered regardless of the reason a student fails to complete an exam during its scheduled availability period. If a student fails to complete a regular exam during the scheduled availability periods, the student will receive a **zero** for the regular exam and the zero from the missed exam will be dropped as the lowest grade of the three regular exams.

2. **Final Exam** (224 of the 700 possible points, or 32%)

The final exam will be cumulative – covering the material from the three regular exams (which covered the material in modules 1-3) as well as the material from module 4 (which will be covered after regular exam 3.

THE FINAL EXAM WILL BE ADMINISTERED ON-LINE VIA THE COURSE BLACKBOARD PAGE USING THE RESPONDUS & LOCKDOWN BROWSER FEATURES. To complete the final exam, students must have access to a web-enabled electronic device that has a web-camera. If a student's personal web-enabled electronic device does not have a web-camera, it is the student's responsibility to locate and utilize a computer that meets the requirements for completing the on-line exams. Students are responsible for knowing how to use the on-line testing platform and

Respondus and LockDown Browser features in Blackboard so that they can complete the final exam.

The final exam is worth 224 points of the total possible of 700 for the course (32%). The grade for the final exam cannot be dropped or replaced.

No make-up exam will be administered for the final exam and if a student misses the final exam they will receive a zero for the final exam.

The final exam will become available at 12:00am on TBA and will remain available until 11:59pm on TBA. Once the final exam is opened, it must be completed within a single, 2 hour and 45 minute period.

3. **Learning Catalytics® quesitons** (94.5 of the 700 possible points, or 13.5%)

Learning Catalytics® questions are delivered via the student response function associated with the etext and Modified Mastering Environmental Science (the required course materials).

There are several Learning Catalytics® question sets associated with each module of the course, one for each PowerPoint. Students will complete each question set at their own pace within the date range of each module. In other words, all Learning Catalytics® question sets associated with a given module are due by the end of that module. Students are welcome to work on Learning Catalytics ® question sets during lecture class when the relevant lecture is being delivered.

Learning Catalytics® questions **CANNOT BE SUBMITTED LATE OR MADE UP IF MISSED, regardless of the reason for the late submission or failure to complete the work in a timely manner.** It is the student's responsibility to 1) acquire and properly register the Learning Catalytics® feature of the etext, 2) to understand where to find the Learning Catalytics® questions set and how to properly use the system in order to answer the questions, and 3) to resolve technical difficulties with the Learning Catalytics® program by contacting and working with the publisher's support staff.

In recognition that students might fail to complete Learning Catalytics® questions on occasion for a variety of reasons, **when calculating the final lecture grade, only 94.5 of the ~200 points will be counted** such that missing some Learning Catlytics® questins will not negatively impact this component of the lecture grade. **PLEASE NOTE:** The purpose of this policy is to enable **ANY LEARNING CATALYTICS® QUESTIONS MISSED FOR ANY REASON to be absorbed under a single policy**. It is **not** structured in this manner so that frivolous missed questions can be absorbed but then when unavoidable missed questions (such as but not limited

to illnesses, family obligations, court appointments, religious holiday observations, participation in school sanctioned activities such as athletics, forgetting an assignment, technical difficulties, etc.) occur, students seek out waivers and exceptions to the policy.

Learning Catalytics® questions will be graded based on participation at a rate of 90% and correctness at a rate of 10%. That means if you answer a Learning Catalytics® question correctly, you get 100% of the credit for the question but if you answer it incorrectly you get 90% of the credit for the question. The reason for this grading scheme is to encourage students to execute some practice questions to test their understanding and recollection of the materials as they go through the recorded lectures and learning guides. This grading scheme rewards students for utilizing the Learning Catalytics® questions as a learning tool without disproportionately penalizing them if they are not immediately fully grasping or recollecting all of the material immediately after hearing it presented in a recorded lecture.

Students will receive a single grade in the form of points earned for each Learning Catalytics® question set. The total point value associated with each Learning Catalytics® question set will vary based on the number of questions in each set. Most question set will be worth 5-12 points.

Students are responsible for resolving any technical difficulties they are having with the Learning Catalytics® feature. Please visit https://www.pearsonhighered.com/products-and-services/course-content-and-digital-resources/learning-applications/learning-catalytics-ppe/learning-catalytics-training---support/learning-catalytics-support-for-students.html to begin the support process.

The availability and due dates for the Learning Catalytics® question sets are:

- Module 1 question sets (1.1 – 1.5):
  - Available: 8/24/20 at 8:30am
  - Due: 9/18/20 by 11:59pm
- Module 2 question sets (2.6 – 2.9):
  - Available: 9/19/20 at 12:00am
  - Due: 10/13/20 by 11:59pm
- Module 3 question sets (3.10 – 3.15):
  - Available: 10/14/20 at 12:00am
  - Due: 11/08/20 by 11:59pm
- Module 4 question sets (4.16 – 4.20):
  - Available: 11/09/20 at 12:00am
  - Due: 12/4/20 by 11:59pm

PLEASE NOTE: The correct answers for the Learning Catalytics ® question sets for each module will become available **after** the date/time they are due

and will remain available until the beginning of the exam associated with each module. This means that students will have 72 hours between the due date of a question set and the beginning of a regular exam to determine the correct answers for any questions the student answered incorrectly.

4. **In-Class Activities** (52.5 of the 700 possible points, or 7.5%)

Class work is work completed in lecture class. It will take the form of activities such as:

- Completing work using the Learning Catalytics® student response function associated with etext and Modified Mastering Environmental Science. Completing this work and receiving credit for it is dependent upon students bringing to class a web-enabled device upon which they can work.
- Completing work using the Blackboard course page. Completing this work and receiving credit for it is dependent upon students bringing to class a web-enabled device upon which they can work.
- Doing an assigned reading in-class and then answering questions about the reading.
- Completing worksheets or graphs.
- Labeling diagrams.
- Participating in class discussions about lecture material, current topics, assigned readings.

A minimum of 80 points worth of class work will be conducted.

Class work **CANNOT BE MADE UP IF MISSED** due to 1) absence from lecture **regardless** of the validity of the reason for the absence, 2) arriving late or leaving early from class or leaving the classroom for an extended period for any reason, 3) failing to bring a web-enabled device to class or having technical difficulties with the device, 4) failing to have acquired or properly registered the Learning Catalytics® feature of the etext, or 5) having technical difficulties with the Learning Catalytics® program or the Blackboard course page. In recognition that students might miss class work occasionally for any of the above reasons, **when calculating the final lecture grade, only 52.5 of the 80 points will be counted** such that missing a small amount of classwork will not negatively impact this component of the lecture grade. **PLEASE NOTE:** The purpose of this policy is to enable **ANY CLASS WORK MISSED FOR ANY REASON to be absorbed under a single policy**. It is not structured in this manner so that frivolous absences can be absorbed but then when unavoidable absences (such as but not limited to illnesses, traffic delays, doctor's appointments, sick children, family obligations, court

appointments, car trouble, religious holiday observations, participation in school sanctioned activities such as athletics, forgetting a web-enabled device, technical difficulties, etc.) occur, students seek out waivers and exceptions to the policy.

Some class work will be graded based on completion and other class work will be graded based on correctness and some will be graded based on a combination of completion and correctness.

Students will receive a single grade for each class work activity. It is possible that more than one activity will be conducted in a single class period such that missing that class will result in missing two activities, while missing a separate class may result in missing a single activity. Class work point values will vary. Most class work will be worth 5-10 points (out of the 700 possible).

5. **Modified Mastering Environmental Science® Assignments** (105 of the 700 possible points, or 15%)

Students **must** have access to the *Modified Mastering Environmental Science®* website. Please see section III. A. 1. above for information about required materials for the lecture portion of the course.

There are 10 Modified Mastering Environmental Science® (referred to in this document from this point on as MES).

The availability and due dates for the MES assignments:

- MES 1 - 2:
  - Available: 8/24/20 at 8:30am
  - Due: 9/18/20 by 11:59pm
- MES 3 - 5:
  - Available: 9/19/20 at 12:00am
  - Due: 10/13/20 by 11:59pm
- MES 6 -7:
  - Available: 10/14/20 at 12:00am
  - Due: 11/08/20 by 11:59pm
- MES 8 - 10:
  - Available: 11/09/20 at 12:00am
  - Due: 12/4/20 by 11:59pm

The Modified Mastering Environmental Science ® platform is integrated into the course Blackboard page and students who register their MES account via Blackboard do not need any additional course-specific information. Students are responsible for the correct registration in the MES course associated with this class. In order to receive credit for your MES work, you correctly registered your MES access by going through the course Blackboard page.

It is the student's responsibility to resolve all technical difficulties with the technical support department of MES publisher. Please visit https://www.pearsonmylabandmastering.com/northamerica/students/mm-support/index.html to begin

accessing the support process.

Late MES assignments are accepted but are penalized at the rate of 4.2% per hour regardless of the reason for them being late, **including technical difficulties**. This penalty results in the assignment having rapidly diminishing point value after the due date and time, and no point value by the time the assignment is 24 hours late. Additional aspects of the grading of the MES assignments are as follows:

- There is no time limit for completing an MES assignment except within the context of its availability and due date.
- Students have 3 attempts to answer an MES question but there is a 25% penalty applied to a question answered incorrectly before the last attempt.
- There is a 2% bonus applied to a question answered without opening a hint.
- There is a 3% deduction applied to a question for which a hint was opened.

The total point value of the 10 MES assignments is 130 points. The point value assigned to each assignment varies, as shown in the "Mastering Environmental Science – List of All Assignments – Fall 2020" document posted on the course Blackboard page. This information is also available within the MES platform. It is the student's responsibility to keep abreast of assignments and their due dates.

When calculating the final lecture grade, only 105 of those points will be counted. **PLEASE NOTE: The purpose of this policy is to enable MES assignments missed FOR ANY REASON (valid or not) to be absorbed under a single policy.** It is **not** structured in this manner so that frivolous reasons for missed MES assignments can be absorbed but then when unavoidable missed assignments occur (such as but not limited to illnesses, computer crashes, forgetfulness, religious holiday observances, participation in school sanctioned activities such as athletics, MES technical difficulties, etc.) and students seek out waivers and exceptions to the policy.

Students are encouraged to document technical difficulties they are having with screenshots or photos. Students are also encouraged to seek assistance from the course instructor if they are having conceptual difficulties with any MES assignment.

6. **Extra Credit** (maximum of 55 points)

A limited number of extra credit opportunities will be made available, at the instructor's discretion. The intent of extra credit is not to enable a student who is failing the course due to overall poor academic performance to pass the course. The purpose of

extra credit is to provide an incentive for students to partake of opportunities that cannot otherwise be provided in the context of the course, to provide an opportunity to be exposed to and learn material not otherwise covered in the course, and/or to experience the viewpoints of professionals other than the regular course instructors. Since this in an on-line course, most, if not all, extra credit opportunities will be on-line opportunities.

The actions necessary in order to receive extra credit will vary by opportunity. Since most opportunities will be on-line, an on-line assessment will be the basis for the number of extra credit points received. There may be opportunities that involve attending an event and signing in and out on a sign up sheet.

The extra credit opportunities will be listed on Blackboard in a file in the folder titled "extra credit opportunities and assessments". It is the student's responsibility to check this list often. Sometimes opportunities become available on short notice.

Students may accrue a maximum of 55 extra credit points which will be applied to their lecture grade. There is no guarantee made in advance that 55 points worth of extra credit opportunities will be made available during the semester.

In the event that an extra credit opportunity involves attending a presentation, students are expected arrive on time, stay until the end, and to participate fully. Failing to participate fully will result in the student NOT receiving the full number of extra credit points possible for that opportunity. For example, showing up to a presentation and sleeping through it will result in the student not receiving the extra credit points. Please note that there will be no "pro-rating" of points for attending only part of an event. To do so would encourage the practice of arriving late to or leaving early from a presentation which is disrespectful and rude.

Students are expected to **exhibit exemplary behavior** when attending any extra credit event!! Plan to arrive on time and stay until the end of the event. Give the presenter your full and respectful attention (no chatting, no use of electronic devices, etc.). Any reports of inappropriate behavior by students in attendance at an event will result in 1) revocation of the extra credit points awarded to the offending student(s), and 2) the possible cancellation all remaining extra credit opportunities for all students in the course.

All provisions pertaining to the GMU Honor Code and academic integrity apply to all extra credit opportunities and copying other's student extra credit work or falsifying information about

attendance at an extra credit opportunity will result in the student being reported to the Honor Committee.

Students may not receive extra credit for activities or projects that are not on the "extra credit opportunity" list. In other words, please do not approach your lab or lecture instructor to ask that some event that you already attended be counted as extra credit for you. You are welcomed to bring to the instructor's attention **in advance** any event that you become aware of that might make an appropriate extra credit opportunity and it is possible that it will be added to the list so that all students in the course have the theoretical possibility of taking advantage of it.

VI. Course Policies

A. Lab Policies

Please refer to the lab syllabus which details the policies specific to the lab portion of the course.

B. Lecture Attendance

1. Expectations

Attendance to lecture classes is expected and required.

2. Impact of Absences on Class Work Grades

Attendance is not directly a component of the lecture grade. However, class work is a component of the lecture grade and students cannot complete this component when they arrive late, leave early, or are absent form lecture class.

Missed class work cannot be made up, regardless of the validity of the reason for the absence. To rephrase: Even if the absence is unavoidable, the result of a valid reason, and/or not your fault, being absent will result in a zero for that day's class work.

There is a minor exception to the above paragraph. Absences caused by religious observance and participation in university-sponsored activities, are governed by academic policy (AP) 1.6.1 which states that students must provide their instructor within the first two weeks of the semester a list of "the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise."

Students who miss a lecture class due to a religious observation or participation in a university-sponsored activity covered by AP 1.6.1 AND notified their lecture instructor in advance, per AP 1.6.1, **will** be permitted the following "**reasonable**" opportunities to reduce the impact on their grade of those lecture absences:

- Students who have notified the instructor in advance of an anticipated lecture absence (for a reason governed by AP 1.6.1) during a time period in which an exam is scheduled may make arrangements to take the exam **early**. No make-up exams will be administered after the exam has been given to the full class.
- Students who have notified the instructor in advance of an anticipated lecture class absence during which paper-based (meaning non-electronic based) class work is subsequently administered (these are not scheduled in advance) will be given the opportunity to complete the paper-based in-class activity individually and receive credit for the activity. Students will not be given the opportunity to complete electronic-based class work.

Academic policy 1.6.1 requires that "reasonable" opportunities be provided to reduce the impact on a student's grade caused by missing a lecture class due to a religious observance or participation in a university-sponsored event. The purpose of the electronic-based class work is to measure the collective grasp of material at a particular point in the lecture, the scoring of answers is done automatically, and the correct answers are made available immediately after the class performance on the questions is analyzed and discussed in class. There is not a method by which the work done in class can be made available at other times to individual students without those students already having access to the correct answers. Therefore, there is **NO "reasonable"**, fair opportunity to minimize the impact on the student's grade of missing electronic-based class work. Therefore, students who miss electronic-based class work due to absence from lecture class due to religious observance or participation in university-sponsored activities will **not** receive credit for the missed electronic-based class work. However, **please note that the general policy pertaining to the class work component of the lecture grade will allow for a reasonable number of missed lecture classes without negative impact on the student's grade**. A minimum of 80 points worth of class work will be administered but only 52.5 of those points will be counted in the calculation of the final lecture grade.

C. Email Expectations

Students **must** use their MasonLive email account to receive important University information, including messages related to this class (see also "student privacy" above). See http://masonlive.gmu.edu for more information. The instructor will **not** open emails if the sender is

not identifiable/recognizable. The instructor will attempt to respond to emails within 48 hours but students must recognize that the instructor is not on-line 24/7. Clearly **stating the purpose of the email in the subject line and the lecture course you are in** will help the instructor provide a faster response to emails. The instructor will **not** give priority to emails requesting information that is clearly available in the syllabus or on Blackboard, and the response to such emails will be "see syllabus."

D. Instructional Continuity in the Event of University Closings

In the even the that this class is cancelled due to the university closing all day or opening late or closing early for any reason, students **may** be directed by the instructor to view and listen to lectures recorded and posted in Blackboard as a way to make up for some number of the cancelled lecture classes. In the event that it becomes necessary to do so, the instructor will inform students of the necessity and provide instructions for accessing the recorded presentation.

E. Grades in Blackboard

Lecture grades will be recorded in Blackboard. It is the student's responsibility to monitor the lecture grades recorded in Blackboard and to inform the lecture instructor in a timely manner of any perceived discrepancies. The following information and grades will be recorded for lecture in Blackboard:

- **Individual columns**:
  - Learning Catalytics® questions: A grade column will be created for each Learning Catalytics® question set. Each of these columns will begin with "LC" following by an indication of the module number, question set, and title. These grades will be recorded as a point value. For example, if Learning Catalytics® question set was worth 8 points and you received a grade of 6 points, the value recorded in this column will be 6. It will not be recorded as a percent grade.
  - Mastering Environmental Science assignments: A grade column will be created for each of the 10 Mastering Environmental Science assignment grades. Each of the columns will begin with "MES" followed by the assignment number, title and the point value. Students will also be able to see their MES grades in the MES program. Periodically, these grades will be transferred to Blackboard. These grades will be recorded as a point value. For example, if the assignment was worth 15 points and you received a grade of 13 points, the value recorded in this

column will be 13. It will not be recorded as a percent grade.

- In-Class Activities: A grade column will be created for each of the in-class activities conducted. Each column will begin with "ICA" followed by the date it was conducted. The grade for each in-class activity will be recorded as the number of points received out of the number of points possible.
- Regular Exams: For each of the three regular exams, grade column will be created. The title of the column will reflect the exam number and the date and will show the point score (which is the number of points received out of the 112 points possible for the exam). For example, a point score of 103 (out of 112 possible) on a regular exam would be displayed in the grade column as 103.
- Final Exam: For the final exam, the grade column will reflect "final exam" in the title and will display the points received out of the 224 points possible for the final. For example, a point score of 205 (out of 224 possible) on the final exam would result in a score of 205 being recorded in the column.

- **Total columns**: The following columns, headed as shown below, will update automatically throughout the semester:
  - "LC Total (max of 94.5)": This column will show a running total of all points accrued to date on the Learning Catalytics® questions sets. Since Blackboard cannot "drop" any of the scores it is important to note that this column could show a total higher than the maximum 94.5 points from this grade component than will count toward the final lecture grade. Approximately 200 points worth of class work will be administered.
  - "MES Total (max of 105)": This column will show a running total of all points accrued to date on the Modified Mastering Environmental Science assignments. Since Blackboard cannot "drop" any of the scores it is important to note that this column could show a total higher than the maximum 105 points from this grade component than will count toward the final lecture grade since 130 points worth of MES assignments have been made.
  - "ICA Total (max of 52.5)": This column will show a running total of all points

accrued to date on the in-class activities. Since Blackboard cannot "drop" any of the scores it is important to note that this column could show a total higher than the maximum 52.5 points from this grade component than will count toward the final lecture grade since there will be at least 80 points worth of in-class activities administered.

- "Regular Exam Total (max of 224)": This column will show a running total of all points accrued to date on the three regular exams. Since Blackboard cannot "drop" one of the scores it is important to note that this column could show a total higher than the maximum 224 points from this grade component than will count toward the final lecture grade.

It is important to note that Blackboard is **NOT** set up to calculate student's overall lecture or course grade at any point during the semester. Blackboard creates its own "total" column to which everything entered into Blackboard is added, regardless of the purpose of the values entered. IGNORE THE BLACKBOARD-CREATED "TOTAL" COLUMN.

It is the student's responsibility to understand the preceding paragraph. Failing to understand the preceding paragraph could result in a student mistakenly concluding that their lecture grade (or course grade) is much higher than it actually is.

VII. University Policies

A. Academic Integrity

EVPP 108 lecture and lab is governed by the GMU Honor Code. Please refer to the Office of Academic Integrity website at https://oai.gmu.edu for a full description of the code and the honor committee process. All course work is expected to be completed INDIVIDUALLY. Copying classmates' work on any assignment or exam (except for the sharing of raw data) is considered **cheating** and a violation of the Honor Code. The formal lab report must be the independent work of each student. If an instructor discovers that two or more students have submitted work (especially lab reports) that is partially or entirely identical, all students involved will be reported to the Honor Committee with a recommended sanction of a zero on the assignment. Violations of the Honor Code will not be tolerated.

Another aspect of academic integrity is the free exchange of ideas. It is expected that all aspects of this class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt about any aspect of academic integrity as it pertains to this course, please ask for clarification.

B. Disability Accommodations

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services. If you qualify for accommodation, the ODS staff will give you a form that details your accommodations and you must provide your instructor with a copy of that form. In addition to providing your instructor with the appropriate form, please take the initiative to discuss your accommodations with your instructor at the beginning of the course, and as needed during the semester. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please inform your instructor. For more information on disability accommodations, visit the Office of Disability website at https://ds.gmu.edu.

C. Diversity

The following is George Mason University's "Diversity Statement", verbatim from http://stearnscenter.gmu.edu/professional-development/mason-diversity-statement .

"*George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.*

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed."

D. Student Privacy

Student privacy is governed by

the Family Educational Rights and Privacy Act (FERPA). Students must use their MasonLive email account to receive important University information, including messages related to this class (see also "email expectations" below). See https://registrar.gmu.edu/ferpa/ for more information.

E. Student Support Resources

There are a number of resources available to students at George Mason University to help facilitate student success. Some of those resources and links to the associated websites are provided below:

- University Catalog at http://catalog.gmu.edu/
- University Policies at http://universitypolicy.gmu.edu/
- Counseling and Psychological Services at http://caps.gmu.edu/
- INTO George Mason (program for
- international students) at http://www.intohigher.com/us/en-us/the-universities/into-mason.aspx
- Learning Services at http://caps.gmu.edu/learning-services/
- University Career Services at http://careers.gmu.edu/?_ga=1.173099747.1501406856.1441291420
- University Writing Center at http://writingcenter.gmu.edu/

F. Emergency Preparedness

George Mason University is committed to maintaining a safe learning environment. All members of the academic community should be familiar with the basic emergency procedures for a variety of situations including severe weather, medical emergencies, and workplace and campus violence. Students are strongly encouraged to register their mobile phone to receive emergency notifications from Mason Alert (go to https://ready.gmu.edu/masonalert/ to register) in the event of a campus emergency. Please review the Emergency Preparedness Guides at https://ehs.gmu.edu/guides/

VIII. Lecture Schedule

The following schedule lists for each module the titles of the recorded lecture (which reflect the topics covered), the date the materials become available, the etext readings, the date the assignments are due (and an abbreviated list of assignments, and the date for each of the exams.

Date	Module #/ Lecture Title *(topic)*	eText Readings	Date Materials Become Available	Date Assignments Due	Date of Exam
	Administrative Introduction	NA	NA	NA	NA
8/24 To 9/18	**Module 1** • Introduction to Environmental Science and Scientific Method ***NO CLASS – LABOR DAY HOLIDAY*** • Matter and Energy – Atomic Structure • Matter and Energy – Chemical Bonds • Matter and Energy – Properties of Water • Matter and Energy – pH, Chemical Reactions, Thermodynamics, Enzymes	Ch. 1.1-1.3 Ch. 2.1-2.2	**8/24/20**	**9/18/20** MES 1-2 LC 1.1-1.5 Class Work	**9/21/20** **Exam #1**
9/21 To 10/13	**EXAM #1 (on-line,covers Module 1)** **Module 2** • Matter and Energy – Membranes, Diffusion, Life's Building Blocks • *Continued* - Matter and Energy – Membranes, Diffusion, Life's Building Blocks • Matter and Energy – Major Process of Life • Life: Origin, Characteristics, Cells, Classification • Life: Tour of the Kingdoms of Life ***NO CLASS – LABOR DAY HOLIDAY*** *Mon classes meet Tue, no Tue classes* • *Continued* - Life: Tour of the Kingdoms of Life	Ch. 2.1-2.2 Ch. 11.1	**9/19/20**	**10/13/20** MES 3-5 LC 2.6-2.9 Class Work	**10/16/20** **Exam #2**

Date	Module #/ Lecture Title *(topic)*	eText Readings	Date Materials Become Available	Date Assignments Due	Date of Exam
10/14 To 11/6	**Module 3** • Physical Environment: Earth Origin, Age, Structure **EXAM #2 (on-line,covers Module 2)** • *Continued* - Physical Environment: Earth Origin, Age, Structure • *Continued* - Physical Environment: Earth Origin, Age, Structure • Physical Environment: Plate Tectonic Theory Development • Physical Environment: Plate Tectonics • Physical Environment: Earthquakes • Physical Environment: Volcanoes • Physical Environment: Atmosphere Composition and Structure	Ch. 2.3-2.4 Ch. 17.1	**10/14/20**	**11/08/20** MES 6-7 LC 3.10-3.15 Class Work	**11/11/20** **Exam #3**
11/09 To 12/4	**Module 4** • Physical Environment: Atmosphere and Ocean Circulation **EXAM #3 (on-line,covers Module 3)** • *Continued* - Physical Environment: Atmosphere and Ocean Circulation • Physical Environment: Climate and Biomes • Population Ecology • Community Ecology ***NO CLASS – LABOR DAY HOLIDAY*** ***NO CLASS – LABOR DAY HOLIDAY*** • Ecosystems: Energy Flow and Matter Cycling	Ch. 4.1-4.3 Ch. 5.2-5.3 Ch. 16.1 Ch. 17.1	**11/09/20**	**12/4/20** MES 8-10 LC 4.16-4.20 Class Work	**TBA** **Final Exam**