EVPP 110 – Ecosphere: Environmental Science I – Spring 2020
Section DL1 – On-Line Lecture

Instructor: Dr. Kim Largen

1/21/20

Revised due to coronavirus on 3/22/20

Revisions shown in strikethroughs of original text (in original color) and new text in blue (except for links which were already in slightly different blue)

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

VIII. Lecture Schedule

I. Instructor Contact Information

A. Lecture Instructor Contact Information

Course Coordinator: Dr. Kim Largen
Office: ~~DK 3027~~ Not applicable from 3/7 through end of spring 2020 semester
Phone: ~~703-993-1048~~ Not applicable from 3/7 through end of spring 2020 semester
Mailbox: ~~DK 3005~~ Not applicable from 3/7 through end of spring 2020 semester
Email: klargen@gmu.edu
Office Hours: ~~MWF 7:30am-8:15am and MWF 10:30am-11:15am in DK 3027~~; effective 3/23, 100% of office hours will be online - periodic sessions on variable days at variable times on-line via Blackboard Collaborate which will be announced in advance

II. University-level Course Information

A. Course Administrative Details

Title: "The Ecosphere – Introduction to Environmental Science I - Lecture"
Number: EVPP 110
Section: DL1
Credits: This combined lecture/lab course is worth 4 credit-hours. This syllabus pertains to the lecture portion of the course. A separate syllabus pertains to the lab portion of the course. The lecture portion of the course is entirely on-line and the lab portion of the course is face-to-face.
Meeting Days and Times: On-line, distance education, asynchronous
Blackboard: One Blackboard page (titled "EVPP 108/110 Lecture – On-Line – Spring 2020") will serve the lecture portion of the course (along with the cross-listed course EVPP 108) and a separate Blackboard page (titled "EVPP 109/110 Lab – ALL Sections – Spring 2020") will serve ALL lab sections associated with this course.

B. Course Prerequisites

There are no prerequisites for this course.

C. Course Description

This utilizes lecture classes and laboratory and field exercises 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 110 is a combined lecture-lab course that fulfills the Mason Core – Explorations – Natural Science requirement for a 4-credit-hour lab science course.

The Mason Core – Explorations – Natural Science 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).
- Participate in scientific inquiry and communicate the elements of the process, including:
  - making careful and systematic observations.
  - developing and testing a hypothesis.
  - analyzing evidence.
  - interpreting results.

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 $113.32** (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 108/110 Lecture – On-Line – Spring 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 $113.32, 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 On-Line – Spring 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.

2. **Lab**

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

a. ***Environmental Science Lab Manual and Notebook – Volume 1: The Science, 3rd Edition,*** (ISBN: 9781524953393), by Kim Largen, published by Kendall Hunt. PLEASE NOTE: The lab manual is an on-line manual and can be purchased less expensively directly from the publisher than through the bookstore. Purchase instructions are available on the lab Blackboard "EVPP 109/110 Lab – ALL Sections – Spring 2020".

b. **Access to a web-enabled device during** lab class for the purpose of accessing lab activity instructions in the on-line lab manual and completing and submitting lab data sheets. Students should plan on bringing to every lab class a web-enabled laptop, notebook, tablet, or smart phone.

IV. Course Structure

A. Course Format

1. **Recorded Lectures**

The lectures for this course are pre-recorded in the format of a voiced-over PowerPoint presentation. Students will listen to the lectures in the order presented in each module.

2. **Supporting Materials**

The PowerPoints associated with each recorded lecture are made available to students for use as a note taking platform while listening to the recorded lectures. A "learning guide" for each recorded lecture/PowerPoint presentation is also made available for student use to organize the concepts in the lecture and challenge their understanding of the concepts. The use of learning guides is **optional** and they will not be submitted or graded. In the face-to-face version of this course, students complete "in-class activities" to challenge their understanding of concepts and these will be made available for **optional** use by students in this on-line version of the course.

3. **Assignments and Exams**

Students will complete on-line assignments via the Mastering Environment Science® and Learning Catalytics® platforms associated with the etext publisher's website. These assignments are required and graded. Students will also participate in one on-line discussion via the Blackboard platform for each module and those are also required, graded assignments. There will be three non-cumulative exams and a cumulative final exam.

B. Lecture Class Period

Since this is an asynchronous on-line course, there are no face-to-face meeting times and no specific

days or times that you must be on-line, except in terms of meeting assignment deadlines and completing on-line exams during the designated date and time periods. However, you should be aware that if this class were meeting face-to-face during this session, it would meet three times each week for 50 minutes each meeting, for a total of ~2.5 hours of class time. Therefore, you should expect to spend ~2.5 hours per week on average listening to the recorded lectures and/or completing exams. Time spent completing learning guides (optional), Learning Catalytics® questions sets, Mastering Environmental Science® assignments, discussions, extra credit assignments (optional), or time spent simply reading the textbook or studying would all be historically spent outside of face-to-face class time and, therefore, would be time spent in addition to the ~2.5 hours on average per week you will spend listing to recorded lectures. See section V. B. "Course Workload" for more information.

C. Lecture Schedule

The lecture schedule can be found at the end of this syllabus. This 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.

V. Grading and Coursework

A. Relation of Lecture and Lab Grades to Course Grade

The entire course grade (for this 4 credit-hour course) is determined by performance in **both** lecture and lab and will be based on a total of 1000 points. Performance in lecture accounts for 700 of the 1000 points (70%) and performance in lab accounts for 300 of the 1000 points (30%).

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). Since this is an on-line course, the "class time" is replaced by listening to recorded lectures for an average of ~2.5 hours per week. Whether or not this course is "easy", "moderate" or "difficult" is dependent upon each student's background, interest, aptitude, study skills, etc. Therefore, depending on where you fall within the spectrum of course difficulty, you should expect to spend between 4 and 12 hours each week on this 4-credit-hour course outside of class time (where class time is ~2.5 hours per week on average listening to recorded lectures plus lab class time).

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. You will receive a single grade for this 4-credit-hour combined lecture/lab course. Table 1 below shows how the final course point total translates to a final course grade that will be received.

Table 1. Course grading scale

Final Course Point Total	Final Course Average	Final Course Grade	Grade Points
960 - 1000	96% - 100%	A+	4.00
900 - 959	90% - 95.9%	A	4.00
880 – 899	88% - 89.9%	A-	3.67
860 – 879	86% - 87.9%	B+	3.33
800 – 859	80% - 85.9%	B	3.00
780 – 799	78% - 79.9%	B-	2.67
760 – 779	76% - 77.9%	C+	2.33
700 – 759	70% - 75.9%	C	2.00
680 – 699	68% - 69.9%	C-	1.67
600 – 679	60% - 67.9%	D	1.00
≤ 599	≤ 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 discussions. Explanations of each of these components can be found in the sections that follow. Table 2 below summarizes what portion of the lecture grade will be determined by each of the components of the lecture work. Refer to the lab syllabus for information on how the lab portion of the grade will be determined.

Table 2. Contribution of each lecture work component toward lecture grad

Lecture Grade Component	# Points	% of Lecture	Comment
Regular Exams	224	32%	Three non-cumulative, regular exams will be administered on-line, each worth 112 points. The lowest of the grades from these three exams will be dropped.
Final Exam	224	32%	Cumulative final exam, administered on-line between 12:00am and 11:59pm on 5/8/20. The score on this exam cannot be replaced.
Learning Catalytics® question sets	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.
Discussions	52.5	7.5%	There will be four discussions worth a total of 70 points 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 regular exams will be administered a minimum of 48 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: 2/19/20
   - Exam #2: ~~3/20/20~~ 3/27/20
   - Exam #3: ~~4/13/20~~ 4/20/20

   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 using the on-

line Respondus and LockDown Browser features include:

- students can select a time of day to take the exam that works best with their personal schedules and peak periods of mental alertness;
- 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;
- 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;
- 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,
- it provides a method for minimizing cheating on exams which is a benefit to all hard-working students who do not cheat.

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 cover 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 ~~5/11/20~~ 5/18/20 and will remain available until 11:59pm on ~~5/11/20~~ 5/18/20. Once the final exam is opened, it must be completed within a single, 2 hour and 45 minute period.

3. **Learning Catalytics® question sets** (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. 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 while listening to the relevant recorded lecture.

Learning Catalytics® questions **CANNOT BE SUBMITTED LATE OR MADE UP IF MISSED, regardless of the reason for the failure to complete the work in a timely manner.** It is the student's responsibility to:

- acquire and properly register the Learning Catalytics® feature of the etext;
- to understand where to find the Learning Catalytics® question sets and how to properly use the system in order to answer the questions;
- 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 Pearson Environmental Science Help and Support 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: 1/21/20 at 12:0am
  - Due: 2/16/20 by 11:59pm
- Module 2 question sets (2.6 – 2.9):
  - Available: 2/17/20 at 12:00am
  - Due: ~~3/16/20~~ 3/23/20 by 11:59pm
- Module 3 question sets (3.10 – 3.15):
  - Available: ~~3/17/20~~ 3/24/20 at 12:00am
  - Due: ~~4/10/20~~ 4/17/20 by 11:59pm
- Module 4 question sets (4.16 – 4.20):
  - Available: ~~4/11/20~~ 4/18/20 at 12:00am
  - Due: ~~5/4/20~~ 5/11/20 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 at least 48 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. **Discussions** (52.5 of the 700 possible points, or 7.5%)

There will be one on-line discussion for each module. For each discussion, students must post a personal response to the discussion prompt and comment on the personal responses of at least two classmates. Each discussion is worth 17.5 points. **LATE DISCUSSION PARTICIPATION WILL NOT BE ACCEPTED REGARDLESS OF THE REASON FOR FAILING TO COMPLETE THE DISCUSSION BY ITS DUE DATE AND TIME.** In recognition that students might miss a discussion, **when calculating the final lecture grade, only 52.5 of the 70 points will be counted.** This is equivalent to dropping the lowest discussion grade.

A grading rubric will be provided for each discussion and students are encouraged to review the rubric prior to posting their discussion responses so that they can be sure that they have included all the required components.

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: 1/21/20 at 8:30am
  - Due: 2/16/20 by 11:59pm
- MES 3 - 5:
  - Available: 2/17/20 at 12:00am
  - Due: ~~3/16/20~~ 3/23/20 by 11:59pm
- MES 6 - 7:
  - Available: ~~3/17/20~~ 3/24/20 at 12:00am
  - Due: ~~4/10/20~~ 4/17/20 by 11:59pm
- MES 8 - 10:
  - Available: ~~4/11/20~~ 4/18/20 at 12:00am
  - Due: ~~5/4/20~~ 5/11/20 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 Mastering Environmental Science Help and Support 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 – Spring 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. Even though this in an on-line course, some extra credit opportunities will be on-line opportunities and others will be face-to-face opportunities.

The actions necessary in order to receive extra credit will vary by opportunity. Some opportunities involve an on-line assessment will be the basis for the number of extra credit points received. Some opportunities may involve attending an event and signing in and out on a sign-up sheet. Other opportunities may involve visiting a site or event and documenting your attendance via specific selfies that you will then post to the relevant folder in Blackboard.

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 is not already on the list 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. Email Expectations

Students **must** use their MasonLive email account to receive important University information, including messages related to this class (see also "student privacy" below in section VII.D.). 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 course and section number 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."

C. Instructional Continuity in the Event of University Closings

Since the lecture portion of this course is in the format of an asynchronous, on-line course that is mostly self-paced, most university closures or delayed openings or early **closings due to inclement weather will not change assignment due dates and times or exam dates and times**. Students should assume that the flow of lecture work, lecture assignment due dates/times, and exam dates/times will be **unchanged** as a result of routine, weather-related university closures/delayed openings/early closures. In the event that assignment due dates/times or exam dates/times must be changed, students will be informed of the changes via Blackboard. Please refer to the lab syllabus for information on the impact of university closings on the lab portion of the course.

D. 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 a 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.
  - Discussions: A grade column will be created for each of the four discussions. Each of these

columns will begin with "Disc" followed by an indication of the module number with which the discussion was associated. The grade for each discussion will be recorded as the number of points received out of the 17.5 points possible for each discussion.

- 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.
  - "DISC Total (max of 52.5): This column will show a running total of all points accrued to date on the

discussions. 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 70 points worth of discussion points will be 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.

WARNING: 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 110 lecture and lab are governed by the GMU Honor Code. Please refer to the Office of Academic Integrity website 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 Disability Services website.

C. Diversity

The following is George Mason University's "Diversity Statement" from the Stearns Center for Teaching and Learning website:

"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" above in section VI.C.). See the website for Office of The University Registrar for more information.

E. Student Support Resources

There are many 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
- University Policies
- Counseling and Psychological Services
- INTO George Mason (program for international students)
- Learning Services
- University Career Services
- University Writing Center

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 in the event of a campus emergency. Please review the Emergency Preparedness Guides website.

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VIII. Lecture Schedule

The following schedule lists for each module the titles of the recorded lecture (which reflects 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.

Module #/Recorded Lecture Title *(topic)*	**eText Readings**	**Date Materials Become Available**	**Date Assignments Due**	**Date of Exam**
Module 1 • Introduction to Environmental Science and Scientific Method • 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	**1/21/20**	**2/16/20** MES 1-2 LC 1.1-1.5 Discussion 1	**2/19/20** Exam #1
Module 2 • 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	Ch. 2.1-2.2 Ch. 11.1	**2/17/20**	~~**3/16/20**~~ **3/23/20** MES 3-5 LC 2.6-2.9 Discussion 2	~~**3/20/20**~~ **3/27/20** Exam #2
Module 3 • 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	~~**3/17/20**~~ **3/24/20**	~~**4/10/20**~~ **4/17/20** MES 6-7 LC 3.10-3.15 Discussion 3	~~**4/13/20**~~ **4/20/20** Exam #3
Module 4 • Physical Environment: Atmosphere and Ocean Circulation • Physical Environment: Climate & Biomes • Population Ecology • Community Ecology • Matter Flow and Energy Cycling	Ch. 4.1-4.3 Ch. 5.2-5.3 Ch. 16.1 Ch. 17.1	~~**4/11/20**~~ **4/18/20**	~~**5/4/20**~~ **5/11/20** MES 8-10 LC 4.16-4.20 Discussion 4	~~**5/11/20**~~ **5/18/20** Final Exam