

EVPP 112 - Introduction to Environmental Science II - Lecture - Summer 2020  
Section C01 - On-Line, Asynchronous Lecture Course

Instructor: Dr. Kim Largen

7/6/20

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**I. Instructor Contact Information****A. Lecture Instructor Contact Information**

Course Coordinator: Dr. Kim Largen

Office: No physical office presence during summer 2020

Phone: No contact available via office phone during summer 2020

Mailbox: No access to physical mailbox during summer 2020

Email: [klargen@gmu.edu](mailto:klargen@gmu.edu)

Office Hours: All office hours will be conducted virtually via periodic sessions on variable days at variable times on-line utilizing Blackboard Collaborate. Weekly office hours will be announced at the beginning of each week.

**II. University-level Course Information****A. Course Administrative Details**

Title: "Introduction to Environmental Science II-Lecture"

Number: EVPP 112

Section: C01

Credits: This a lecture course is worth 3-credit-hours and is delivered entirely in the on-line format.

Meeting Days and Times: On-line, distance education, asynchronous

Blackboard: One Blackboard page (titled "EVPP 112 Lecture - On-Line - Summer 2020") will serve the course.

**B. Course Prerequisites**

There are no prerequisites for this course.

**C. Course Description**

This course studies components and interactions that make up the natural systems of our home planet, and teaches 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 112 is a lecture-only course that fulfills the Mason Core - Explorations - Natural Science requirement for a 3-credit-hour non-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).

### III. Course Materials

#### A. Required

##### 1. Lecture

The following are **required** for this lecture course:

- Access to a web-enabled device** 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.
- Access to Modified Mastering Environmental Science and the electronic version (etext) of the textbook *Environment: The Science Behind the Stories*, 6<sup>th</sup> 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).

- 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, 6<sup>th</sup> 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](http://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 112 Lecture - On-Line - Summer 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 112 Lecture - On-Line - Summer 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. 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 a 5-week summer session, it would meet

four times each week for 135 minutes each meeting, for a total of ~9 hours of class time each week. Therefore, you should expect to spend ~9 hours per week on average listening to the recorded lectures and/or completing exams. Time spent completing learning guides (optional), Learning Catalytics® question 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 ~9 hours on average per week you will spend listening 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. Lecture Grade Basis

The course grade (for this 3-credit hour course) is based on a total of 700 points derived from performance on Mastering Environmental Science assignments,

Learning Catalytics question sets, discussions, regular exams, and the final exam.

### 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 ~9 hours per week during the 5-week summer session. 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 9 and 27 hours each week on this 3-credit-hour course outside of "class" time (where "class" time is ~9 hours per week on average listening to recorded lectures).

### C. Course Grading Scale

The final course grade will be assigned based on the final total number of points accrued in lecture. 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**

<u>Final Course Point Total</u>	<u>Final Course Average</u>	<u>Final Course Grade</u>	<u>Grade Points</u>
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
≤ 419	≤ 59.9%	F	0

### D. Course Work and Grade Components

The lecture grade will be based on the exams (regular and final), Learning Catalytics® question sets, 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 course grade will be determined by each of the components of the course work.

Table 2. Contribution of each lecture work component toward lecture grad			
<u>Course Work Component</u>	<u># Points</u>	<u>% of Grade</u>	<u>Comment</u>
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 regular exams will be dropped.
Final Exam	224	32%	A cumulative final exam will be administered on-line, available between 12:00am and 11:59pm on 7/3/20. The score on this exam cannot be replaced.
Learning Catalytics® question sets	94.5	13.5%	A total of ~200 points worth of Learning Catalytics questions have been assigned but only 94.5 points will be counted.
Discussions	52.5	7.5%	Four discussions worth a total of 70 points have been assigned but only 52.5 points will be counted.
Mastering Environmental Science® assignments	105	15%	A total of 130 points worth of Mastering Environmental Science 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 exam grades will be dropped (unless a student is found to have cheated on a regular exam), such that up to 224 points of the 700 total points for the course will come from the two highest exam grades from this grade component for a total of 32% of the course grade. If a student is found by the Honor Committee to have cheated on any of the three regular exams, the minimum recommended sanction will be a zero on the exam on which they cheated and the

revocation of the ability to drop the lowest of the three regular exam grades such that the total points from this grade component will be based on the average of the three regular exam grades rather than on the two highest of the three regular exam grades. For example, if a student received a score of 100% on exam 1 and 100% on exam 2 and was then found to have cheated on exam 3 and received **only** a sanction of zero on exam 3, that student would still have a 100% average on regular exams after dropping the lowest of the three regular exam grades and would receive 224 out of the 224 points for regular exams. In other words, a student cheating on

one regular exam would suffer no consequence to their grade as a result of cheating if the only sanction were a zero on the regular exam on which they cheated. Under the course policy of a minimum sanction of **both** a zero on the regular exam on which a student cheated and the revocation of the ability to drop the lowest of the grades on the three regular exams, a student found to have cheated on a regular exam will experience a significant negative impact on their grade. For example, if a student received a score of 100% on exam 1 and 100% on exam 2 and was then found to have cheated on exam 3, the student would receive a score of 0% on exam 3 and the lowest grade on the three regular exams would not be dropped, leading to the student's average on regular exams becoming 66.67% and the student would end up with a total of 149 out of 224 possible points for regular exams.

All three regular exams will be administered a minimum of 24 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 Eastern time on the day it is

scheduled and it will be due by 11:59pm Eastern time on that day. Each regular 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: 7/15/20
- Exam #2: 7/23/20
- Exam #3: 7/31/20

The regular lecture exams will be closed-source which means you are not permitted to receive assistance from the exam from ANY source. **Any student suspected on receiving assistance on a regular exam from any source will be refer to the Honor Committee on the basis of suspicion of cheating on the exam.**

**ALL REGULAR EXAMS WILL BE ADMINISTERED ON-LINE VIA THE COURSE BLACKBOARD PAGE USING THE RESPONDUS & LOCKDOWN BROWSER FEATURES.** In order to complete the regular 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 an electronic device 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 LockDown Browser and Monitor features in Blackboard before taking the first regular 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. Students who fail to show a full 360° view of their work area, including the work surface, during the environment scan required prior to the beginning of an exam will have 25% penalty applied to their exam grade.

To encourage students to know how to use the on-line testing platform and Respondus LockDown Browser and Monitor prior to the first on-line exam, **a practice exam will be offered on-line for 5 points extra credit (due by 11:59pm Eastern time on 7/13/20).**

**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.

**THE FINAL EXAM WILL BE ADMINISTERED ON-LINE VIA THE COURSE BLACKBOARD PAGE USING THE RESPONDUS LOCKDOWN BROWSER & MONITOR 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 an electronic device 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 LockDown Browser and Monitor features in Blackboard so that they can complete the final exam. Students who fail to show a full 360° view of their work area, including the work surface, during the environment scan required prior to the beginning of an exam will have 25% penalty applied to their exam grade.

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 8/7/20 and will remain available until 11:59pm Eastern time on 8/7/20. 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® questions set 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 course grade, only 94.5 of the ~200 points will be counted** such that missing some Learning Catalytics® questions will not negatively impact this component of the course grade. **PLEASE NOTE:** The purpose of this policy is to enable **ANY LEARNING CATALYTICS® QUESTION SETS MISSED FOR ANY REASON to be absorbed under a single policy.** It is **not** structured in this manner so that frivolously missed question sets can be absorbed but then when

unavoidably missed question sets (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 sets 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 - 1.6):
  - Available: 7/6/20 at 12:0am
  - Due: 7/13/20 by 11:59pm Eastern time
- Module 2 question sets (2.1 - 2.8):
  - Available: 7/14/20 at 12:00am
  - Due: 7/21/20 by 11:59pm Eastern time
- Module 3 question sets (3.1 - 3.7):
  - Available: 7/22/20 at 12:00am
  - Due: 7/29/20 by 11:59pm Eastern time
- Module 4 question sets (4.1 - 4.6):
  - Available: 7/30/20 at 12:00am
  - Due: 8/5/20 by 11:59pm Eastern time

**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 for the duration of the course. This means that students will have at least 24 hours between the due date of a question set and the beginning of a regular exam pertaining to the material in the question set 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 (by 11:59pm Eastern on the date each module ends).** 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.

Since commenting on the personal responses of two classmates is part of the discussion grade, it can be difficult for students to finalize their participation in the discussion if none of their classmates have yet posted their personal response. To encourage students to not wait until the last minute to post their personal response to the discussion, **two points of extra credit will be awarded to students who post their personal response to the discussion at least three days (72 hours) before the due date.** No extra credit will be awarded for commenting early on classmate's personal responses and no extra credit will be awarded for posting a personal response before the due date but after the "extra credit for early participation" mark of 72 hours before the due date.

**5. Modified Environmental 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. b. above for information about required materials for the course.

There are 12 Modified Mastering Environmental Science® (referred to in this document from this point on as MES).

The availability and due dates for the MES assignments:

- Module 1 - MES 1.1 - 1.3:
  - Available: 7/6/20 at 12:00am
  - Due: 7/13/20 by 11:59pm Eastern time
- Module 2 - MES 2.1-2.3:
  - Available: 7/14/20 at 12:00am
  - Due: 7/21/20 by 11:59pm Eastern time
- Module 3 - MES 3.1-3.3:
  - Available: 7/22/20 at 12:00am
  - Due: 7/29/20 by 11:59pm Eastern time
- Module 4 - MES 4.1-4.3:
  - Available: 7/30/20 at 12:00am
  - Due: 8/5/20 by 11:59pm Eastern time

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 12 MES assignments is 130 points. The point value assigned to each assignment varies, as shown in the "Mastering Environmental Science - List of All Assignments" 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. It is NOT the intent of extra credit 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, to encourage certain important actions or behaviors 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 may 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 that 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 the "general" content area in a file titled "Extra Credit Opportunities List" posted in a 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. All extra credit due times are based on Eastern time.

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, stay awake and be attentive, 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 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. 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 may be "see syllabus."

### B. 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 partially 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.

### C. 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" followed by an indication of the module number, question set, and title; for example, "LC 1.1 - Human



Population - Importance, History, Trends", where the first "1" indicates that this LC question set is associated with module 1 and the second "1" indicates that it is the first LC question set in module 1. These grades will be recorded as a point value. For example, if a Learning Catalytics® question set is worth 8 points and you receive 6 points, the value recorded in this column will be 6. It will not be recorded as a percent grade. The LC question set grade columns will not show up in Blackboard until after the due date for the question set has passed.

- Mastering Environmental Science assignments: A grade column will be created for each of the 12 Mastering Environmental Science assignment grades. Each of the columns will begin with "MES" followed by an indication of the module number, question set, and title; for example, "MES 1.1 - Human Population - History, Importance, Trends", where the first "1" indicates that this MES assignment is associated with module 1 and the second "1" indicates that it

is the first MES assignment in this module. Students will also be able to see their MES grades in the MES program. Periodically, these grades will be transferred to Blackboard. Sometimes, the synchronization with Blackboard will be slow and if you check Blackboard too soon after submitting an MES assignment, the grade in Blackboard will not be up-to-date. If you encounter this, please check Blackboard again after an hour has passed rather than contacting your instructor immediately. If the grade has still not synchronized after about an hour, let your instructor know. These grades will be recorded as a point value. For example, if the assignment is worth 15 points and you receive 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 "discussion" followed by an indication of the module number with which the

discussion is associated and the title of the discussion. Since there is only one discussion per module, there will only be one number following "discussion" in the column title. 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, a grade column will be created. The title of the column will reflect the exam number and the due 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. The grade reflected in the regular exam grade column does not reflect your percentage score on the exam.
- Final Exam: For the final exam, the grade column will reflect "final exam" in the title as well as the due date 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. The grade reflected in the final exam grade column does not reflect your percentage score on the exam.

- 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 course 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 course 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 course 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. After the third exams occurs, the instructor will drop the lowest of the three regular exam grades and this

column will be changed to "Regular Exam Total (max of 224) AFTER Dropping Lowest Grade".

**WARNING:** It is important to note that Blackboard is NOT set up to calculate the total number of points accrued to date at any point during the semester OR to calculate the overall 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 course grade is much higher than it actually is.

## VII. University Policies

### A. Academic Integrity

EVPP 112 lecture is 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. 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. If a student is suspected of cheating on a regular exam, all students involved will be reported to the Honor Committee with a minimum recommended sanction of a zero on the exam AND revocation of the ability to drop the lowest of the three exam grades, with their regular exam total being based on the average of their three exams scores applied to the total possible of 224 points for regular exams. For example, if a student received a score of 100% on exam 1 and 100% on exam 2 and was then found to have cheated on exam 3 and received only a sanction of zero on exam 3, that student would still have a 100% average on regular exams after dropping the lowest of the three regular exam grades and would receive 224 out of the 224 points for regular exams. In other words, a student cheating on a regular exam would suffer no consequence to their grade as a result of cheating if the only sanction were a zero on the regular exam on which they cheated. Under the course policy of a minimum sanction of both a zero on the regular exam and the revocation of the ability to drop the lowest of the grades on the three regular exams, a student found to have cheated on a regular exam will experience this impact on their grade: if a student received a score of 100% on exam 1 and 100% on

exam 2 and was then found to have cheated on exam 3 resulting in a score of 0%, the lowest grade would not be dropped and the student's average on regular exams would become 66.67% and student would end up with a total of 149 out of 224 possible points for regular exams. If a student is found to have cheated on the final exam, the minimum recommended sanction will be a zero on the final exam.

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.A.). 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.

**VIII. Lecture Schedule**

The following schedule lists for each module the titles of the 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.

<b>Module #/Recorded Lecture Title</b> ( <i>topic</i> )	<b>eText Readings</b>	<b>Date Materials Become Available</b> (at 12:00am Eastern)	<b>Date Assignments Due</b> (by 11:59pm Eastern)	<b>Date of Exam</b> (Available 12:00am-11:59pm Eastern)
<b>Module 1</b> <ul style="list-style-type: none"> <li>• 1.1: Human Population - Importance, History, Trends</li> <li>• 1.2: Human Population - Growth</li> <li>• 1.3: Human Population - Resources, Urbanization, Demographic Transition</li> <li>• 1.4: Energy - Patterns of Consumption</li> <li>• 1.5: Energy - Basics</li> <li>• 1.6: Energy - Fossil Fuels - Coal</li> </ul>	2.2 8.1-8.3 13.1-13.2, 13-4 19.1-19.4	<b>7/6/20</b>	<b>7/13/20</b>  MES 1.1-1.3  LC 1.1-1.6  Discussion 1	<b>7/15/20</b>  Exam 1
<b>Module 2</b> <ul style="list-style-type: none"> <li>• 2.1: Energy - Fossil Fuels - Natural Gas</li> <li>• 2.2: Energy - Fossil Fuels - Oil</li> <li>• 2.3: Energy - Nuclear</li> <li>• 2.4: Energy - Renewable/Alternative - Hydro and Geothermal</li> <li>• 2.5: Energy - Renewable/Alternative - Solar</li> <li>• 2.6: Energy - Renewable/Alternative - Wind</li> <li>• 2.7: Energy - Renewable/Alternative - Biomass</li> <li>• 2.8: Energy - Renewable/Alternative - Hydrogen Fuel Cells &amp; Energy Conservation</li> </ul>	19.2-19.4 20.1-20.4 21.1-21.6	<b>7/14/20</b>	<b>7/21/20</b>  MES 2.1-2.3  LC 2.1-2.8  Discussion 2	<b>7/23/20</b>  Exam 2
<b>Module 3</b> <ul style="list-style-type: none"> <li>• 3.1: Addressing Environmental Issues</li> <li>• 3.2: Environmental Policy</li> <li>• 3.3: Environmental Health and Toxicology</li> <li>• 3.4: Issues - Biodiversity and Conservation</li> <li>• 3.5: Issues - Forests and Forest Management</li> <li>• 3.6: Issues - Air Pollution - Outdoor</li> <li>• 3.7: Issues - Air Pollution - Indoor</li> </ul>	6.1-6.3 7.1-7.4 11.1-11.4 12.1-12.4 14.1-14.6 17.2, 17.5	<b>7/22/20</b>	<b>7/29/20</b>  MES 3.1-3.3  LC 3.1-3.7  Discussion 3	<b>7/31/20</b>  Exam 3
<b>Module 4</b> <ul style="list-style-type: none"> <li>• 4.1: Issues - Acid Deposition</li> <li>• 4.2: Issues - Ozone Depletion</li> <li>• 4.3: Issues - Climate Change</li> <li>• 4.4: Issues - Water Use and Management</li> <li>• 4.5: Issues - Solid and Hazardous Waste</li> <li>• 4.6: Issues - Sustainability</li> </ul>	6.4 15.1-15.3 17.3-17.4 18.1-18.4 22.1-22.4 24.2	<b>7/30/20</b>	<b>8/5/20</b>  MES 4.1-4.3  LC 4.1-4.6  Discussion 4	<b>8/7/20</b>  Final Exam