General Information

Professor Information

**Instructor:** Patricia Houle

**Office:** AHC5 374 (MMC)

**E-Mail:** Please use Canvas Inbox

**Phone:** (305) 348-3153

**Office Hours:** Wednesdays 1:00 pm - 3:00 pm

**Website:**

**Class Wednesdays 3:30 pm - Meetings:** 4:45 pm in PG6 112

About Your Professor

After receiving an M.S. in Nutritional Biochemistry and Metabolism from MIT, Prof. Houle worked for nearly 15 years in the medical device industry. Subsequently she came to FIU and earned an M.S. in Environmental Studies and has studied in the areas of sustainability, environmental history and environmental education. Ms. Houle is a Senior Instructor in the Department of Earth and Environment and is collaborating with others to further the education of an environmentally literate and engaged community, ready to work to solve environmental problems and create a sustainable future.
Concerns about environmental degradation and its impact on human well-being are increasingly the topic of discussion and debate. The issues are global in scope and complex in nature, involving the functioning of both Earth's natural systems and human societies. It is critical that we understand the function and importance of the natural services provided by planet Earth so that we can find ways to address the looming problems of climate change, pollution, desertification, declining water resources and loss of biodiversity. Environmental science is a necessary foundation for that understanding. This course will emphasize the scientific knowledge of the environment in a global context that will be needed for local, global, international and intercultural environmental problem solving in the coming decades.

**Essential questions:**

1. What is scientific knowledge and how does it differ from other kinds of knowledge about the environment?
2. How does science explain the functioning of Earth's natural systems and how do different human societies interact with and depend on these systems?
3. How do human societies need to change their interrelationship with Earth's natural systems to halt environmental degradation and use natural resources and services sustainably?

**Global Learning Outcomes:**

- **Global awareness** – students will be able to demonstrate an understanding of the scientific information and key concepts that underlie the functioning of natural systems with an emphasis on the interrelatedness of these systems with each other and human societies, as well as the negative impacts of environmental degradation on both.
- **Global perspective** – students will be able to examine environmental issues within a transdisciplinary and multiperspective framework that supports creative ideas to promote environmental sustainability.
- **Global Engagement** – students will demonstrate a willingness to reflect on their own relationship to the environment and take responsibility to reduce their own ecological footprint as well as engaging in local, global and intercultural environmental problem solving.

**Course Designation:**

This course is a Global Learning Foundations Course. It also satisfies the requirement for the University Core Curriculum Natural Sciences category – Group 1, when taken with the lab course, EVR 1001L, Introduction to Environmental Science Lab.
This is a hybrid class. Half of the class time is replaced with online activities. In addition, you must purchase a textbook and polling smartphone App for this course (see details below).

**Class time is for:**

- Explaining and practicing difficult concepts
- Getting an overview of major concepts, minor points, and how they fit together
- Asking and answering questions and use of classroom response system (i>clicker or REEF Polling smartphone App)
- Taking higher stakes tests

**Online activities are for:**

1. Reading and study of textbook with exercises to help in understanding the material
2. Additional videos and readings to stimulate reflection about environmental issues
3. Keeping a journal to record thoughts and reflections about videos and readings, community engagement activities and learning
4. Participating in online forums for the discussion of environmental topics
5. Critical review of environmental documentary videos

**The expected average time commitment for this course is:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class meeting per week</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Average online course work per week (case studies, essays, discussions, and journals)</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Average study time/assignment time per week (review/study/reflection of course materials, readings, videos, community engagement)</td>
<td>330 minutes</td>
</tr>
<tr>
<td>Total average course time for EVR1001</td>
<td>480 minutes = 8 hours</td>
</tr>
</tbody>
</table>

Note: 8 hours per week is a typical time commitment for a 3-credit university course.

**Important Information**

**Policies**

Please review the [FIU’s Policies and Netiquette](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).
One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

Privacy Policy Statements for partners and Vendors

- Canvas
- Turnitin

Please visit our Technical Requirements webpage for additional information.

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact FIU's Disability Resource Center.

Web Accessibility Statements for Partners and Vendors

- Canvas
- Turnitin

Please visit our ADA Compliance webpage for additional information about accessibility involving the tools used in this course.

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.
If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Course Prerequisites

There are no prerequisites for this course.

Textbook and Course Materials

**Title**: Scientific American Environmental Science for a Changing World  
**Authors**: Susan Karr, Anne Houtman, Jeneen Interlandi  
**Publisher**: Macmillan Higher Education, Jan-2018  
**ISBN 10**: 9781319244965  
**ISBN 13**: 9781319134006  
**Edition**: 3rd

You may purchase your textbook online at the FIU Bookstore or from Vital Source. The text is an e-book. YOU DO NOT NEED to purchase a paper book.

You must purchase the 3rd edition Vital Source e-book in order to access the required content for the course.

This course also requires the purchase of an I-clicker polling device.
Expectations of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Things you are expected to do every week:

- Review your Course Schedule.
- Complete the assigned textbook reading and Study Questions Tuesday evening prior to class Wednesday.
- Complete assigned class activities as shown in your weekly schedule.
- Attend and participate in every class. Make sure you bring your working clicker to class!
- Use the complex environmental issues presented in this class as an opportunity to engage people in energetic, but respectful, discourses.

The instructor will:

- Prepare lessons that address challenging topics.
- Be available for office hours for at least one hour every week.
- Create questions designed to identify common misunderstandings.
- Engage you in class discussions and other activities.
- Grade your class activities within two weeks (sooner, if possible).
- Communicate with you. I will respond to emails within one day Monday-Friday.
- Create a classroom and online environment that encourages the exchange of views and opinions that are respectful and value diversity.

Course Detail

Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the Canvas Conversations Tutorial or Canvas Guide to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

General Policy on Due Dates and Class Attendance

Online activities become available Wednesdays after class and are due at 11:59 p.m. on the Tuesdays indicated in the syllabus. The schedule is published in advance. It is each student’s responsibility to plan the week’s work to complete the activities when due. If you do not begin an activity until the evening it is due and it cannot be completed, that does not warrant an extension of the deadline. If you are away from FIU on Tuesday, it is your responsibility to complete the work ahead of the deadline.

With a hybrid class, there is only one class meeting each week on Wednesdays. Class attendance is mandatory. There are no makeups available for missed class activities. There are alternative activities to make up points for no more than two missed classes with an excused absence. An excused absence is an absence for medical, legal, religious reasons, military service, family emergency or authorized FIU associated event. Documentation must be provided. Alternative activities will include written assignments. Any further absences will be subject to the drop lowest grade policy described below.
Group Work

During our first class meeting, all students will be assigned to a group for the semester. Group membership may be adjusted after the add-drop period to accommodate students new to class. Group activities can include the following: Preparation and submission of weekly Study Questions, and participation in class activities such as polling, group discussions and problem solving. Although groups will collaborate in activities, each individual must submit their own work and will receive their own grade.

Exams

There will be three exams held in class, worth a total of 50% of your grade (2 midterm exams =15% each, final exam=20%). All exams will consist of multiple choice questions. A make-up exam will only be available for a documented medical emergency, legal obligation, or military service. The make-up exam will be scheduled within one week of the missed exam and will be an essay exam. You must request the makeup exam no later than the day of the scheduled exam. It is your responsibility to ensure your attendance at class on exam day. Please plan to remain at FIU until the end of the last week of the semester (Finals week). Leaving FIU for personal travel is not an excuse for a makeup exam.

Documentary Film Review

The environmental documentary film review is worth 10% of the grade. The activity consists of selecting an environmental documentary video to view. The non-fiction documentary video must be at least 90 minutes in length. After watching the video, prepare an essay of about 1000 words (about 4 typed pages) and submit to Turnitin using the link provided in Canvas. Additional details and due date are provided in the Canvas assignment.

Be sure to review the detailed Turnitin instructions on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

Please note, for any Turnitin assignment you will receive an email receipt upon submission of your assignment. Keep this in case the professor has an issue viewing your submission. If you do not receive this receipt, contact Support Services immediately.

Textbook, Study Questions, and Readings

Directions to access the textbook and register I>Clickers will be provided in Canvas. Textbook reading assignments are accompanied by posted lectures and Study Questions that will assist you in learning the content for that topic. Textbook readings and Study Question submissions are due Tuesdays at 11:59 pm prior to the class covering that topic. You will prepare your answers to the study questions and submit your answers individually to Canvas.

Since the objective of the study assignment is preparation for in-class activities the next day, no credit will be given for late submissions. Study Questions will make up 5% of your grade. Their value will be in preparation for in-class polling exercise and exams. The lowest Study Question grade will be dropped in the calculation of your final grade.
Course Discussions

People learn best when communicating their ideas. With a large class and limited time together in this course, we will use online Discussions so that everyone has a chance to participate. There will be two online Discussions throughout the semester due on Tuesdays at 11:59 pm as indicated in the Schedule. Each Discussion submission covers a two-week period and consists of a 500-word initial entry on an assigned topic that is due after the first week. You are also required to make a substantive reply (200 words) to two other student entries during the second week of the discussion. The initial Discussion posting must be submitted to Turnitin first before posting on the Discussion board. Grading will be done using the rubric provided with each Discussion. There are no make-up or late assignments for Discussions since they are an interactive activity and cover a two-week period. You must plan appropriately to complete the Discussion during the two-week time window. The Discussions will make up 10% of your grade.

Journal Assignments

There are four Journal Assignment entries worth 10% of your grade. A journal assignment consists of a 400-word personal reflection on a topic specified in the assignment. Journal assignments must be submitted to Turnitin and are due on Tuesdays at 11:59 pm. The topics and due dates are shown in the schedule. Journals may be submitted up to 24 hours late for a deduction of 20% of the grade. The lowest journal score will be dropped in the calculation of your final grade.

Service Learning Activity

A service learning activity is required for this course. It must be at least 2-3 hours in length in conjunction with a bono fide organization. Examples of service learning activities are beach cleanups, work in the FIU Nature Preserve, tree plantings, school garden maintenance, attendance at a public hearing or attendance at an environmentally related FIU event. Your service learning experience is the topic for the Journal #4 assignment (see above).

Class Activities

Class activities for the weekly class meetings will cover the topics shown in the schedule. Class activities will make up a total of 15% of your grade. Your one lowest grade for class activities will be dropped prior to the calculation of your final grades.

- Graded class activities (5%) include working in groups on worksheets, problem analysis and discussion. Results may be reported using i>clicker or as a written assignment. Each day’s activity is worth 5 points. Grading will follow the following scale: 5 points – best effort to answer each problem; 3 points – less effort to engage with the topic or question not answered; 1 point – little effort to engage with the topic; 0 points – absent from class.
- i>clicker Polling in class (10%) acts as a review of the textbook content and provides an opportunity for questions and further explanation of the content. Each day’s polling is worth a total of 10 points – half of the points are awarded for answering the question and half are awarded for answering the question correctly. If you do not have an i>clicker for class you will receive only participation points (5/10).
Activities that make up EVR 1001 are worth a weighted percentage of your total grade as shown in the table below. Prior to calculating the final weighted percentage for each activity, the lowest score will be dropped for Study Questions, Journal Assignments, I>clicker Polling and In-Class Activities. For more information about grading of each activity please review this syllabus and the instructions for that activity in Canvas. The weighted percentages are then converted to letter grades as shown in the second table below.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Number of Items</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm 1</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Documentary Film Review</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Study Questions (lowest score dropped)</td>
<td>10 out of 11</td>
<td>5%</td>
</tr>
<tr>
<td>Discussions</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Journal Assignments (lowest score dropped)</td>
<td>3 out of 4</td>
<td>10%</td>
</tr>
<tr>
<td>I&gt;Clicker Polling (lowest score dropped)</td>
<td>10 out of 11</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class Activities (lowest score dropped)</td>
<td>10 out of 11</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100%</strong></td>
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<table>
<thead>
<tr>
<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
<th>Range (%)</th>
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<tbody>
<tr>
<td>A</td>
<td>93 or above</td>
<td>B</td>
<td>83 - 86</td>
<td>C</td>
<td>70 - 76</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>B-</td>
<td>80 - 82</td>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77 - 79</td>
<td>F</td>
<td>59 or less</td>
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Protocol for Technical Support

If you have any technical problems,

1. Contact tech support to file a report, and
2. Contact me by Canvas to let me know what is going on.

If you are having technical problems and an assignment is due,

1. Send me a copy of the assignment through Canvas, so it is on time, and
2. Contact tech support.

Student Support Offers Assistance in the form of:

<table>
<thead>
<tr>
<th>Email and Live Chat Support</th>
<th>Phone Support</th>
<th>Office Support (On Campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 days a week 8 a.m. - midnight</td>
<td>7 days a week 8 a.m. - midnight</td>
<td>Monday - Friday from 8 a.m. - 10 p.m.</td>
</tr>
<tr>
<td>Email Us</td>
<td>Telephone: 305-348-3630</td>
<td>Modesto A. Maidique Campus</td>
</tr>
<tr>
<td>Support Center</td>
<td>Toll-Free: 1-877-3-ELEARN</td>
<td>MANGO Building, 5th Floor</td>
</tr>
<tr>
<td>Live Chat</td>
<td></td>
<td>Driving Directions</td>
</tr>
</tbody>
</table>

Course Calendar
<table>
<thead>
<tr>
<th>Date</th>
<th>Online/Study Preparation for Wednesday Class</th>
<th>In Class</th>
<th>For Next Week</th>
</tr>
</thead>
</table>
| **Week 1** Aug 26 - Sep 1 | • View course in Canvas and review syllabus | • Introduction to course (Canvas Learning Management System, textbook and Iclicker, course activities). Group assignments | • Purchase textbook and I>Clicker  
 |             | • Complete assigned lecture/reading for Textbook Mod. 1.1, 1.2  
 |             | • Study Guide questions for Mod. 1.1, 1.2 | • Polling Mod. 1.1, 1.2  
 |             | • Complete lecture/reading textbook sections Mod. 1.3 and 4.3  
 |             | • Study Guide questions for Mod. 1.3 and 4.3  
 |             | • Discussion #1 initial posting due | • Environmental literacy cases/problem solving  
 |             | • Complete lecture/reading textbook sections for Mod. 2.1  
 |             | • Study Questions for Mod. 2.1 and Planetary Boundaries | • Introduce Discussion #1 | • Study Questions for Mod. 1.1 and 1.2 due Tuesday Sep 3, 11:59 pm  
 | **Week 2** Sep 2 - 8 | • Polling Mod. 1.3 and 4.3 | • Discussion #1 open  
 |             | • Toxocology/Environ. Health cases/problem solving | • Study Questions for Mod. 1.3 and 4.3 due Tuesday Sep 10, 11:59 pm  
 |             | • Discussion #1 initial posting due | • Study Questions for Mod. 2.1 and Planetary Boundaries Tuesday Sep 17, 11:59 pm  
 | **Week 3** Sep 9 - 15 | • Complete lecture/reading textbook sections Mod. 1.3 and 4.3  
 |             | • Study Guide questions for Mod. 1.3 and 4.3  
 |             | • Discussion #1 initial posting due | • Discussion #1 reply postings | • Study Questions for Mod. 2.1 and Planetary Boundaries Tuesday Sep 17, 11:59 pm  
 | **Week 4** Sep 16 - 22 | • Complete lecture/reading textbook sections for Mod. 2.1  
 |             | • Study Questions for Mod. 2.1 and Planetary Boundaries | • Polling Mod. 2.1 and Planetary Boundaries | • Study for Midterm #1  
 |             | • Discussion #1 completed | • Earth System Science/Planetary Boundaries problem solving | • Study Questions Mod. 2.2, and 2.3 due Tuesday Oct 1, 11:59 pm  
 | **Week 5** Sep 23 - 29 | • Study for Midterm #1 | • Introduce Journal Assignment | • Journal #1 opens  
 | **Week 6** Sep 30 - Oct 6 | • Complete assigned lectures/read Mod. 2.2 and 2.3  
 |             | • Study Questions Mod. 2.2. and 2.3  
 |             | • Journal #1 due | • Polling Mod. 2.2 and 2.3  
 |             | • Cases/problem solving population and community ecology | • Study Questions Mod. 4.1 and 7.1 due Tuesday Oct 8 at 11:59 pm  
 |             | | • Discussion #2 opens |
## Online/Study Preparation for Wednesday Class

### Week 7
- **Oct 7 - 13**
  - Complete assigned lectures/read Mod. 4.1 and 7.1
  - Study Questions Mod. 4.1 and 7.1
  - Discussion #2 initial posting due

### Module 2 – Water and Land Resources

### Week 8
- **Oct 14 - 20**
  - Complete assigned lectures/read Mod. 6.1, 6.2 and 6.3
  - Study Questions Mod. 6.1, 6.2 and 6.3
  - Discussion #2 closes

### Week 9
- **Oct 21 - 27**
  - Complete assigned lectures/read Mod. 8.1-8.3
  - Study Questions for Mod. 8.1-8.3
  - Journal #2 closes

### Week 10
- **Oct 28 - Nov 4**
  - Study for Midterm #2

### For Next Week
- **Week 7**
  - Study questions for Mod. 6.1, 6.2, and 6.3 due Tuesday, Oct 15 at 11:59 pm
  - Discussion #2 reply postings due

- **Week 8**
  - Journal #2 open
  - Study Questions for Mod. 8.1-8.3 due Tuesday Oct 22 at 11:59 pm

- **Week 9**
  - Study for Midterm #2

- **Week 10**
  - Study Questions Mod. 9.1 and 9.2 due Tuesday, Nov 5 at 11:59 pm.
  - Journal #3 opens

## Module 3 – Energy, Pollution, and Climate

### Week 11
- **Nov 4 - 10**
  - Complete assigned lectures/read Mod. 9.1 and 9.2
  - Study Questions 9.1 and 9.2
  - Journal #3 closes

### For Next Week
- **Week 11**
  - Study Questions Mod. 10.1 due Tuesday, Nov 12 at 11:59 pm.
  - Journal #4 opens
<table>
<thead>
<tr>
<th>Date</th>
<th>Online/Study Preparation for Wednesday Class</th>
<th>In Class</th>
<th>For Next Week</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 12</strong></td>
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</tr>
<tr>
<td>Nov 11 - 17</td>
<td>• Complete assigned lectures/read Mod. 10.1</td>
<td>• Polling Mod. 10.1</td>
<td>• Study Questions Mod. 10.2 Pt 1 due Tuesday, Nov 19 at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>• Study Questions Mod. 10.1</td>
<td>• Cases/problem solving Air Pollution</td>
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<tr>
<td></td>
<td>• Journal #4 closes</td>
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<tr>
<td><strong>Week 13</strong></td>
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<tr>
<td>Nov 18 - 24</td>
<td>• Complete assigned lectures/read Mod. 10.2 Pt 1</td>
<td>• Polling Mod. 10.2</td>
<td>• Study Questions Mod. 10.2 Pt 2 due Tuesday, Nov 26 at 11:59 pm</td>
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<tr>
<td></td>
<td>• Study Questions Mod 10.2 Pt 1</td>
<td>• Cases/problem solving Climate Change</td>
<td>• Documentary Film Review due Tues Nov 26</td>
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<td><strong>Week 14</strong></td>
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<tr>
<td>Nov 25 - Dec 1</td>
<td>• Complete assigned lectures/read Mod. 10.2 Pt 2</td>
<td>• Polling Mod. 10.2</td>
<td>• Study Questions Mod. 11.2, 11.3 due Tuesday, Dec 3 at 11:59 pm</td>
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<tr>
<td></td>
<td>• Study Questions Mod 10.2 Pt 2</td>
<td>• Cases/problem solving Climate Change</td>
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<td>• Documentary Film Review due</td>
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**Module 4 – Stepping Back From the Edge**

<table>
<thead>
<tr>
<th>Date</th>
<th>Online/Study Preparation for Wednesday Class</th>
<th>In Class</th>
<th>For Next Week</th>
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<tbody>
<tr>
<td><strong>Week 15</strong></td>
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</tr>
<tr>
<td>Dec 2 - 8</td>
<td>• Complete assigned lectures/read Mod. 11.2, 11.3</td>
<td>• Polling Mod. 11.2, 11.3</td>
<td>• Study for Final Exam</td>
</tr>
<tr>
<td></td>
<td>• Study Questions 11.2, 11.3</td>
<td>• Cases/problem solving Renewable energy and sustainability</td>
<td></td>
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<tr>
<td><strong>Week 16</strong></td>
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<tr>
<td>Dec 9 - 13 (Finals week)</td>
<td>• Study for Final Exam</td>
<td>• Final Exam Wednesday Dec 11 TBD</td>
<td></td>
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</table>