Syllabus
Introduction to Environmental Science
1191-FIU01-EVR-1001-SECRVH-13527

GENERAL INFORMATION

Professor Information

Instructor: Rodolfo Rego, M.S.
Office: AHC5 384 (MMC)

Phone: 305-348-1478
Office Hours: Wednesday 1:00 PM - 3:00 PM or by Appointment.

Methods:
- Zoom
- Office Visit
- Phone call

E-mail: rrego@fiu.edu
Website: Rodolfo Rego

NOTE: This course requires you to check daily your student portal on Canvas Login since all of the assignments and lectures will be posted there.

Course Description And Purpose

This physical science course introduces students to the study of climate, atmospheric composition, nutrient cycling, air and water pollution and water resources. Through discussions of these topics, students will better understand the complex issues surrounding the human ecological footprint, global climate change, degradation of water resources, reliance on fossil fuels for energy and industrial scale agricultural practices.

Course Objectives

Learning objectives for this course are based on a definition of scientifically literacy in Environmental Science. This definition of scientific literacy is based on the National Science Education Standards (2011). After completing this course, students should:

- Examine the principles of environmental science and evaluate their impact on everyday life.
- Reflect critically on information included in and omitted from reports concerning environmental science.
- Formulate and communicate opinions about issues involving environmental science.
- Make informed personal decisions about issues that involve environmental science.

Course Awards

Global Learning Outcomes And Assessments

Students will be assessed for the following Global Learning Outcomes with specific course outcomes listed below them.

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.

- An understanding of the scientific foundation and key concepts that describe the patterns and processes of Earth’s natural systems.
- Awareness of the interrelationship of human activities and natural systems.
• Ability to use scientific knowledge together with prior knowledge to engage in critical thinking about environmental issues arising from the interrelationship between human societies and natural systems.
• Assessments for Global Awareness will include a computer based formative assessment activity and in-class exams.

Global Perspective – Students will be able to examine environmental issues within a multi-perspective framework that supports creative ideas to promote environmental sustainability.

• Comprehension of the many interrelated technical, social and cultural contributions responsible for the complexity of environmental issues.
• The ability to examine environmental issues from the perspectives of multiple stakeholders.
• Develop an understanding of how environmental degradation may impact both natural systems and human societies in the future.

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.

• Students will evaluate and reflect on their ecological footprint through its calculation using an on-line ecological footprint calculator.
• Students will experience and appreciate the challenges facing human communities in their efforts to achieve the sustainable use of natural resources and services.
• Assessment for Global Engagement will take the form of a reflection within a personal ecological footprint assignment. In addition, students will participate in a community service/co-curricular activity designed to reduce environmental degradation and promote the health of the community.
• Both assignments will be evaluated using the appropriate rubrics that will be provided to students.

IMPORTANT INFORMATION

Policies

Late Assignments

All assignments submitted after the assignment due date are subject to the following deductions.

<table>
<thead>
<tr>
<th># of Days Late</th>
<th>Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>10%</td>
</tr>
<tr>
<td>3 - 5</td>
<td>15%</td>
</tr>
<tr>
<td>7 - 10</td>
<td>20%</td>
</tr>
<tr>
<td>10 - 14</td>
<td>25%</td>
</tr>
<tr>
<td>&gt; 14</td>
<td>Cannot be submitted</td>
</tr>
</tbody>
</table>

You must contact your instructor before attempting late assignments.

Online Assessment Issues Policy

If you encounter a problem when conducting an assessment (e.g., exam, quiz, discussion, etc.) and/or have problems uploading documents to the assignment dropbox, then you must contact FIU online for assistance. They will contact me with additional instructions at which point a determination will be made regarding the next course of action. There is no exception to this policy.

Proctored Exam Policy

This online section does not require an on-campus exam

Technical Requirements and Skills

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
- Microsoft
- Adobe
- Google
- HonorLock
- Turnitin
- NBC Learn
- OpenStax
- Adobe Connect

Please visit our Technical Requirements webpage for additional information.

Technical Requirements & Skills

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This course utilizes the following tools:

Canvas
Privacy Policy
Accessibility Statement

Google Earth
Privacy Policy
Accessibility Statement

Google Maps
Privacy Policy
Accessibility Statement

Zoom
Privacy Policy
Accessibility Statement

Turnitin
Privacy Policy
Accessibility Statement

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.

- Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.
- Please visit Canvas Accessibility webpage for more information.
• For additional assistance please contact FIU's Disability Resource Center.

Notice: If a student has a disability and needs assistance with class, please contact the Disability Resource Center (GC 190; 305-348-3532). It is the responsibility of each student to work with the Center and instructor to make arrangements as needed for their accommodations.

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.

Course Prerequisites

There are no prerequisites for this course.

Panthers Care & Counseling and Psychological Services (CAPS)

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.

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Textbook
Scientific American Environmental Science for a Changing World (Required)
Susan Karr, Jeneen Interlandi, Anne Houtman
W. H. Freeman, 3rd Edition, 2018
You may purchase your textbook online at the FIU Bookstore or from Vital Source.

The text is an e-book. YOU DO NOT NEED ACCESS TO THE "EXTRA's" (e.g., SaplingPlus). If students prefer a paper textbook, the loose-leaf version with Enviropool access can also be purchased; however, the e-book/website purchase is more cost effective.

Proctored Exam Policy

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.

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self introduction video in the appropriate blog
- Take the practice quiz to ensure that your computer is compatible with Canvas Interact online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course at least four (4) times per week
- Respond to discussions within: Initial post in three (3) days and all responses in seven (7) days. (See Discussion section below)
- Respond to messages within no more than two (2) days
- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course at least five (5) times per week
- Respond to Canvas messages and Course Submission Comments within two (2) days.
- Grade assignments within ten (10) days of the assignment deadline.

COURSE DETAIL

Course Communication

Communication in this course will take place via Canvas Inbox.

- The instructor will respond to messages within two days.

It is recommended that students check their inbox routinely to ensure up-to-date communication and adjust the notification settings accordingly. See Module 1 contents.

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

Discussions
Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Discussions and participation are required, just as if you were in a face to face class. Online does not mean silent or student guided. The discussion forums are due in the middle and at the end of the week assigned (i.e., Wednesday and the following Monday of week assigned before 12:00 AM). Responses such as ‘I agree’ or ‘yep...what he said’ will result in zero points of credit. Read the rubric below for more information about your grade on the discussion. Each discussion requires an:

1. initial post by Wednesday to avoid late point deductions, and
2. complete two (2) responses (e.g., peer reviews) by the following Monday.

All discussion postings (Initial Review) must also be submitted to Turnitin to verify authenticity. Instructor will grade assignments within ten (10) days of the assignment deadline. You will receive a zero for the assignment if the Turnitin document is not submitted.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Ideas</td>
<td>Well-developed ideas; introduces new ideas; and stimulates discussion.</td>
</tr>
<tr>
<td>Evidence of Critical Thinking</td>
<td>Clear evidence of critical thinking - application, analysis, synthesis and evaluation. Posts are characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported.</td>
</tr>
<tr>
<td>Quantity of Postings</td>
<td>Interact at least twice with other students and/or the instructors.</td>
</tr>
<tr>
<td></td>
<td>Individual message and at least two responses posted before the deadline.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Respond to discussion within: Initial post in three (3) days (Wednesday) and all peer review responses in seven (7) days.</td>
</tr>
</tbody>
</table>

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Assessments

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.

All assessments will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached, whichever happens first. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

Quizzes & Exams

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.
There are five quizzes and a cumulative final exam for this course. The final exam will be given at the scheduled exam time as stated on the syllabus. Exams will be multiple choice format. Grades will be available immediately. No make-ups will be allowed for the exams without a written excuse from a doctor, parent, or legal guardian. For more information contact me.

Assignments

Campus and/or Workplace Audit Assignment

This is a project worth 15% of your final grade.

My Ecological Footprint Assignment

This activity concerns the calculation of the personal ecological footprint using a website footprint calculator. Students will be asked to reply to questions with a thoughtful consideration of the steps that could be taken to reduce an individual’s ecological footprint. Please visit the following websites to do so:

- Earth Day Network Footprint Calculator or
- World Wildlife Fund Footprint Calculator (uses uk standards i.e., Liters, Kilometers, etc.)

Instructions for these assignments are included in the assignment on Canvas. The rubrics are attached to the assignments. To verify the originality of your work, certain assignments will use a Turnitin dropbox in Canvas. These and all assignments must be your original individual effort, and any sources used must be cited. Instructor will grade assignments within ten (10) days of the assignment deadline. No credit will be given if the assignment lacks sources or there is evidence of a lack of originality. Review the detailed Turnitin Instructions on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

Zoom Meeting

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct office hours, and questions about the course and assignments. Zoom Meetings will be held on the following dates/time:

Meetings will be available on Wednesdays from 1pm - 3pm Eastern time

Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session.

Reference the provided links to access Zoom student tutorials to learn about the tool, how to access your meeting room, and share your screen.

- Download Zoom
- Joining a Zoom Meeting
- Enabling and Testing Audio & Webcam
- Chat (Professors): Students look at attendees section for Instructions
- How Do I Share My Screen

Adobe Connect Pro Meeting

Adobe Connect Pro Meeting

Grading

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th># of Items</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce Yourself Video Blog</td>
<td>1</td>
<td>3%</td>
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### Course Requirements

<table>
<thead>
<tr>
<th></th>
<th># of Items</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>6</td>
<td>35%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Cumulative Final</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>Campus Audit</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>My Ecological Footprint</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Extra Credit</strong></td>
<td>1 (Optional)</td>
<td>up to 5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>100%</td>
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### Grade Range

<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>Above 93%</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>&lt; 60%</td>
</tr>
</tbody>
</table>

### COURSE CALENDAR

#### Module Weekly Schedule

**Introduction to Course**

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Introduction</td>
</tr>
<tr>
<td></td>
<td><strong>Unit Video(s):</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction Video</td>
</tr>
<tr>
<td>January 22nd to January 28th</td>
<td><strong>Assignment:</strong></td>
</tr>
<tr>
<td>1. Introduce yourself to the class</td>
<td></td>
</tr>
<tr>
<td>2. Practice Quiz</td>
<td></td>
</tr>
<tr>
<td>3. Begin Chapter 1 Readings</td>
<td></td>
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</tbody>
</table>

**Chapter 1 - Introduction to Environmental, Science, and Information Literacy**

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Module 11 (Environmental Literacy and Sustainability)</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Unit Video(s):</strong></td>
</tr>
<tr>
<td>January 28th to February 4th</td>
<td>All video content in learning module</td>
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</tbody>
</table>
### Chapter 2 - Ecology

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Presentation:</strong></td>
</tr>
<tr>
<td></td>
<td>• Module 2.1 PPT</td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Module 2.1 (Ecosystems and nutrient cycling)</td>
</tr>
<tr>
<td></td>
<td><strong>Unit Video(s):</strong></td>
</tr>
<tr>
<td></td>
<td>• All video content in learning module</td>
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<tr>
<td></td>
<td><strong>Presentation:</strong></td>
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<tr>
<td></td>
<td>• Module 2.1 PPT</td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Module 2.2 (Population ecology)</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Unit Video(s):</strong></td>
</tr>
<tr>
<td>February 4th to February 11th</td>
<td>• All video content in learning module</td>
</tr>
<tr>
<td></td>
<td><strong>Presentation:</strong></td>
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<tr>
<td></td>
<td>• Module 2.1 PPT</td>
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<tr>
<td>Date</td>
<td>Task</td>
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<td></td>
<td>• Module 2.2 PPT</td>
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</tbody>
</table>

Reading:

1. Module 2.3 (Community ecology)

Unit Video(s):

• All video content in learning module

Presentation:

• Module 2.3 PPT

Assignment(s):

1. Quiz #1
2. *Environmental Literacy Questions Quiz (Practice/Optional)* - Modules 2.1, 2.2, and 2.3

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**Chapter 3 - Evolution and Biodiversity**

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Week 4</td>
<td></td>
</tr>
<tr>
<td>February 11th to February 18th</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td>1. Module 3.1 (Evolution and extinction)</td>
</tr>
</tbody>
</table>

Unit Video(s):

• All video content in learning module

Presentation:

• Module 3.1 PPT

Reading:

1. Module 3.2 (Biodiversity)

Unit Video(s):

• All video content in learning module

Presentation:

• Module 3.2 PPT

Assignment:

1. Discussion #2
2. *Environmental Literacy Questions Quiz (Practice/Optional)* - Modules 3.1 and 3.2

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**Chapter 4 - Human Populations and Environmental Health**

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Reading:</td>
</tr>
<tr>
<td>Date</td>
<td>Task</td>
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<tr>
<td>-------------------------</td>
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<tr>
<td></td>
<td>1. Module 4.1 (Human populations)</td>
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<tr>
<td></td>
<td>Unit Video(s):</td>
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<tr>
<td></td>
<td>• All video content in learning module</td>
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<tr>
<td></td>
<td>Presentation:</td>
</tr>
<tr>
<td></td>
<td>• Module 4.1 PPT</td>
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<tr>
<td>February 18th to February 25th</td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td>1. Module 4.2 (Urbanization and sustainable communities)</td>
</tr>
<tr>
<td></td>
<td>Unit Video(s):</td>
</tr>
<tr>
<td></td>
<td>• All video content in learning module</td>
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<tr>
<td></td>
<td>Presentation:</td>
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<tr>
<td></td>
<td>• Module 4.2 PPT</td>
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<tr>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td>1. Module 4.3 (Environmental health)</td>
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<td></td>
<td>Unit Video(s):</td>
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<tr>
<td></td>
<td>• All video content in learning module</td>
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<tr>
<td></td>
<td>Presentation:</td>
</tr>
<tr>
<td></td>
<td>• Module 4.3 PPT</td>
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<tr>
<td></td>
<td>Assignment(s):</td>
</tr>
<tr>
<td></td>
<td>1. Quiz #2</td>
</tr>
<tr>
<td></td>
<td>2. <em>Environmental Literacy Questions Quiz (Practice/Optional)</em> - Modules 4.1, 4.2, and 4.3</td>
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</table>

Chapter 5 - Managing Resources: Environmental Economics and Policy

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>Week 6</td>
<td>Reading:</td>
</tr>
<tr>
<td>February 25th to March 4th</td>
<td>1. Module 5.1 (Ecological economics and consumption)</td>
</tr>
<tr>
<td></td>
<td>Unit Video(s):</td>
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<tr>
<td></td>
<td>• All video content in learning module</td>
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<tr>
<td></td>
<td>Presentation:</td>
</tr>
<tr>
<td></td>
<td>• Module 5.1 PPT</td>
</tr>
<tr>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td>1. Module 5.2 (Environmental policy)</td>
</tr>
</tbody>
</table>
### Date | Task
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**Unit Video(s):**
- All video content in learning module

**Presentation:**
- Module 5.2 PPT

**Reading:**
1. Module 5.3 (Managing solid waste)

**Unit Video(s):**
- All video content in learning module

**Presentation:**
- Module 5.3 PPT

**Assignment(s):**
1. Discussion #3
2. *Environmental Literacy Questions Quiz* (Practice/Optional) - Modules 5.1, 5.2, and 5.3

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**Chapter 6 - Water Resources**

| Date | Task |
--- | ---

**Reading:**
1. Module 6.1 (Freshwater resources)

**Unit Video(s):**
- All video content in learning module

**Presentation:**
- Module 6.1 PPT

**Week 7**
March 4th to March 11th

**Reading:**
- Module 6.2 (Water pollution)

**Unit Video(s):**
- All video content in learning module

**Presentation:**
- Module 6.2 PPT

**Assignment(s):**
1. Quiz #3
2. *Environmental Literacy Questions Quiz* (Practice/Optional) - Modules 6.1 and 6.2
### Marine Ecosystems

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
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</table>
| **Week 8**  
March 11th to March 18th  
*FIU Spring Break* | Assignment:
- Projects Assigned (Review and Plan) |

**Reading:**
- Web links in Canvas Module

**Unit Video(s):**
- All video content in learning module

**Presentation:**
- Marine Ecosystems PPT

**Assignment(s):**
- Discussion #4

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<th>Task</th>
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| **Week 9**  
March 18th to March 25th |  
*Spring Break No Assignments* |

### Chapters 7 & 8 - Land and Food Resources

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<tr>
<th>Date</th>
<th>Task</th>
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</table>
| **Week 11**  
April 1st to April 8th | **Reading:**
- Module 7.1 (Forests)  
**Unit Video(s):**
- All video content in learning module  
**Presentation:**
- Module 6.1 PPT  
**Reading:**
- Module 8.1 (Feeding the world)  
**Unit Video(s):**
- All video content in learning module |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td><strong>Presentation:</strong></td>
<td>• Module 8.1 PPT</td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
<td>1. Module 8.2 (Sustainable agriculture: Raising crops)</td>
</tr>
<tr>
<td><strong>Unit Video(s):</strong></td>
<td>• All video content in learning module</td>
</tr>
<tr>
<td><strong>Presentation:</strong></td>
<td>• Module 8.2 PPT</td>
</tr>
<tr>
<td><strong>Assignment(s):</strong></td>
<td>1. Quiz #4</td>
</tr>
<tr>
<td></td>
<td>2. <em>Environmental Literacy Questions Quiz (Practice/Optional)</em> - Modules 71, 8.1, and 8.2</td>
</tr>
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Chapter 9 - Conventional Energy: Fossil Fuels

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
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<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td>1. Module 9.1 (Coal)</td>
</tr>
<tr>
<td><strong>Unit Video(s):</strong></td>
<td>• All video content in learning module</td>
</tr>
<tr>
<td><strong>Presentation:</strong></td>
<td>• Module 9.1 PPT</td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
<td>• Module 9.2 (Oil and Natural Gas)</td>
</tr>
<tr>
<td><strong>Unit Video(s):</strong></td>
<td>• All video content in learning module</td>
</tr>
<tr>
<td><strong>Presentation:</strong></td>
<td>• Module 9.2 PPT</td>
</tr>
<tr>
<td><strong>Assignment(s):</strong></td>
<td>1. Discussion #5</td>
</tr>
<tr>
<td></td>
<td>2. <em>Environmental Literacy Questions Quiz (Practice/Optional)</em> - Modules 9.1 and 9.2</td>
</tr>
</tbody>
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Chapter 10 - Air Quality and Climate Change
### Week 13
April 15th to April 22nd

#### Reading:
- Module 10.1 (Air Pollution)

#### Unit Video(s):
- All video content in learning module

#### Presentation:
- Module 10.1 PPT

#### Reading:
- Module 10.2 (Climate Change)

#### Unit Video(s):
- All video content in learning module

#### Presentation:
- Module 10.2 PPT

#### Assignment(s):
1. Quiz #5
2. Environmental Literacy Questions Quiz (Practice/Optional) - Modules 10.1 and 10.2

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**Chapter 11 - Alternative to Fossil Fuels (Part 1)**

### Week 14
April 22nd to April 29th

#### Reading:
- Module 11.1 (Nuclear Power)

#### Unit Video(s):
- All video content in learning module

#### Presentation:
- Module 11.1 PPT

#### Assignment(s):
1. Discussion #6
2. Environmental Literacy Questions Quiz (Practice/Optional) - Modules 11.1

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**Chapter 11 - Alternative to Fossil Fuels (Part 2)**

### Week 15

#### Reading:
### Date

**April 29th - May 6th**

### Tasks

- Module 11.2 (Sustainable Energy: Stationary Sources)

#### Unit Video(s):

- All video content in learning module

#### Presentation:

- Module 11.2 PPT

#### Assignment(s):

1. Projects Due
2. *Environmental Literacy Questions Quiz (Practice/Optional)* - Modules 11.2

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### Date

**Week 16**

#### Assignment(s):

1. Final Exam (Cumulative)