Introduction to Environment
1191-FIU01-EVR-1001-SEC

GENERAL INFORMATION

Professor Information

Instructor: Prof. Patricia Houle  
Office: AHC5 374 (MMC)  
E-mail: Please use Canvas course messages

Phone: (305) 348-3153  
Office Hours: Wednesdays from 1:30 pm

After receiving an M.S. in Nutritional Biochemistry and Metabolism from MIT, Prof. Houle worked nearly 15 years in the medical device industry. Subsequently she came to FIU and earned an M Environmental Studies and has studied in the areas of sustainability, environmental history and educational education. Ms. Houle is Associate Chair of the Department of Earth and Environment and is collaborating with others to further the education of an environmentally literate engaged community, ready to work to solve environmental problems and create a sustainable

In Class Meeting Time: Wednesday 3:30 - 4:45 p.m. in AHC5 201/203

Course Description And Purpose

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 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 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 problem solving in the coming decades.

Essential questions:

- What is scientific knowledge and how does it differ from other kinds of knowledge about the environment?
- How does science explain the functioning of Earth's natural systems and how do different human societies interact with and depend on these systems?
- 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 multiperspec...
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.

Teaching Methodology

This is a hybrid class. Half of the class time is replaced with online activities. In addition, you must purchase a textbook and a smartphone App for this course (see details below).

Class time is for:

1. Explaining and practicing difficult concepts
2. Getting an overview of major concepts, minor points, and how they fit together
3. Asking and answering questions and use of classroom response system (i-clicker or REEF Polling smartphone App)
4. 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 (Wednesdays 3:30 - 4:45 p.m.)</td>
<td>75 minutes</td>
</tr>
<tr>
<td>Average online course work per week:</td>
<td>75 minutes</td>
</tr>
<tr>
<td>(case studies, essays, discussions, and journals)</td>
<td></td>
</tr>
<tr>
<td>Average study time/assignment time per week:</td>
<td>330 minutes</td>
</tr>
<tr>
<td>(review/study/reflection of course materials, readings, videos, community engagement)</td>
<td></td>
</tr>
<tr>
<td>Total Average course time for EVR 1001</td>
<td>480 minutes = 8 hours</td>
</tr>
</tbody>
</table>

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

IMPORTANT INFORMATION

Policies

Please review the FIU’s Policies webpage. The policies webpage contains essential information regarding guidelines releva
courses at FIU, as well as additional information about acceptable netiquette for online courses.

**Academic Misconduct Statment**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching, 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, an 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:

Plagiarism: is the deliberate 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 including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

All of the Following Are Considered Plagiarism:

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit. Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words, but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
- Submitting a copy of your own work to satisfy the requirement of a second class without informing your instructor.

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 or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

Disruptive Conduct – Behavior that substantially and materially disrupts, disturbs, impairs, interferes with or obstructs the conduct, processes, and functions of the classroom, laboratory or surrounding areas. This also includes behavior that substantially and materially disturbs the peace.

It is each student’s responsibility to adhere to the policies outlined in the Student Code of Conduct and Academic Integrity.

**Technical Requirements and Skills**

This course is a hybrid course. It is similar to an online course in that both require basic computer literacy. By computer literacy, it means 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 a hybrid course 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.

This course utilizes the following tools:

1. Canvas learning management system including messaging, discussion boards, assignments, viewing course material via links or as pdfs, and viewing grades.
2. Messages or video-based system for course communication.
3. Microsoft Office or equivalent (Google Docs) that produces MS Office files or pdfs to prepare and read documents (Word, slide-show presentations (Powerpoint)).
4. Adobe reader or equivalent to view pdf files.
5. Electronic device (smartphone, camera) for photography or video, as well as mobile App for Canvas.

Please visit our System and Technical Requirements webpage for additional information.

Accessibility And Accommodation

This course utilizes the following tools:

1. Canvas Learning Management System including messaging, discussion boards, journal, viewing course material via we links, submission of assignments.
2. E-textbook
3. Reading and video content accessed through web links.
4. Powerpoint content delivered in class.
5. Worksheets, exams and other content delivered in class on paper or projected
6. Polling exercise using an I-Clicker device.

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

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 m 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 co that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. C 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

Scientific American Environmental Science for a Changing World

Susa Karr, Jeneen Interlando, 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 to purchase a paper book.

This course also requires the purchase of an I-Clicker polling device.

Expectations Of This Course

This is a hybrid course. Hybrid courses require self-motivation, self-discipline, and technology skills. Sometimes these requi
make hybrid courses more demanding for some students. If you find that you are having difficulty keeping up with the out-of-work, please make an appointment with or message the course Learning Assistants or Instructor.

Things you need 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.

Things I will do:

- 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.

Proctored Exam Policy

Exams will be held on campus during the regular class meeting time and during the assigned class period in Finals Week.

### COURSE DETAIL

#### Course Communication

Communication in this course will take place via Canvas Conversations/Inbox. Communications received by FIU email will be acknowledged.

[How do I use conversations as a student?](#)

#### 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 schedule is published in advance. It is each student’s responsibility to plan the week’s work to complete the activities when 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.

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 two missed classes with 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. A 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 during the add-drop period to accommodate students new to the 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. All the groups will collaborate in activities, each individual will receive their own grade.

Course Discussions

People learn best when communicating their ideas. With a large class and limited time together in this course, we will use the course Discussions so that everyone has a chance to participate. There will be three online Discussions throughout the semester: on Tuesdays at 11:59 pm as indicated in the schedule. Each Discussion submission covers a two-week period and consists of a word initial entry on an assigned topic that is due after the first week. You are also required to make a substantive reply to two other student entries during the second week of the discussion. The initial Discussion posting must be submitted to the Discussion board before posting on the Discussion board. Grading will be done using the rubric provided with each Discussion. There are make-up or late assignments for Discussions since they are an interactive activity and cover a two-week period. The Discussion will make up 15% of your grade.

Textbook, Study Assignments and Readings

Directions to access the textbook and register for 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 reading and Study Question submissions are due Tuesdays at 11:59 pm prior to the class covering that topic. You will prepare your questions with your group 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 exercises and exams.

Journal Assignments

There are three 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 Tuesday 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.

Exams

There will be two exams held in class, worth a total of 40% of your grade (midterm exam = 15%, final exam = 25%). Both exams 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 may request the makeup exam no later than the day of the scheduled exam.

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 10% of your grade. Your two lowest grades for class activities will be dropped prior to the calculation of your final grades.

- Graded class activities (10%) include working in groups on worksheets, problem analysis and discussion. Results may be reported using 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 – no submission

- >clicker Polling in class (10%) acts as a review of the textbook content and provides an opportunity for questions and fuller explanation of the content. Each day's polling is worth a total of 10 points – half of the points are awarded for answering a question and half are awarded for answering the question correctly. If you do not have an >clicker you will receive or participation points (5/10).

**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, you have to 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 the case the professor has an issue viewing your submission. If you do not receive this receipt, contact Support Services immediately.

**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 of an organization. Examples of service learning activities are beach cleanups, work in the FIU Nature Preserve, tree plantings, sc garden maintenance, attendance at a public hearing or attendance at an environmentally related FIU event. Your service experience is a topic for a journal assignment (see above).

**Learning Assistants**

An important part of this hybrid course are the Learning Assistants. These individuals are undergraduate students who have this class in a previous semester. They are working with me to help you succeed in this class. The LAs will attend each class and introduce themselves to you. The LAs can help you navigate through Canvas, explain the schedule of activities and details of assignment, and will offer office hours for tutoring on course content.

**Grading**

Activities are worth a percentage of your total grade.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Number of Items</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Documentary Film Review</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Study Questions (lowest score dropped)</td>
<td>12</td>
<td>5%</td>
</tr>
<tr>
<td>Discussions</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Journal Assignments</td>
<td>3</td>
<td>10%</td>
</tr>
</tbody>
</table>
Course Requirements | Number of Items | Weigh
--- | --- | ---
IClicker Polling/Class Activities | 12 | 20%
Total | 48 | 100%

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range (points)</th>
<th>Letter</th>
<th>Range (points)</th>
<th>Letter</th>
<th>Range (points)</th>
</tr>
</thead>
<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>Below 60</td>
</tr>
</tbody>
</table>

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>E-mail &amp; 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

Module Weekly Schedule

**Module 1 - Foundations**

<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>
<tbody>
<tr>
<td>Week 1 Jan 7 - 13</td>
<td>• View course in Canvas and review syllabus</td>
<td>• Introduction to course (Canvas Learning)</td>
<td>• Purchase textbook and I&gt;Clicker</td>
</tr>
<tr>
<td>Date</td>
<td>Online/Study Preparation for Wednesday Class</td>
<td>In Class</td>
<td>For Next Week</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week 2     | • Complete assigned lecture/reading for Textbook Mod. 1.1, 1.2  
             • Study Guide questions for Mod. 1.1, 1.2 | • Poling Mod. 1.1, 1.2  
             • Environmental literacy cases/problem solving  
             • Introduce Discussion #1 | • Study Questions for Mod. 1.  
             and 1.2 due Tuesday Jan 15  
             11:59 pm                                                                 |
| Jan 14 - 20|                                             |                                                                           | • Discussion #1 open  
             • Study Questions for Mod. 1.  
             and 4.3 due Tuesday Jan 2  
             11:59 pm                                                                 |
| Week 3     | • Complete lecture/reading textbook sections Mod. 1.3 and 1.4  
             • Study Guide questions for Mod. 1.3 and 1.4  
             • Discussion #1 initial posting due | • Poling Mod. 1.3 and 4.3  
             • Toxicology/Environ. Health cases/problem solving | • Discussion #1 reply posting  
             • Study Questions for Mod. 2  
             and Planetary Boundaries Tuesday Jan 29, 11:59 pm |
| Jan 21 - 27|                                             |                                                                           | • Study Questions for Mod. 2  
             and 2.3 due Tuesday Feb 5  
             11:59 pm  
             • Journal #1 pens                                                                 |
| (Jan 21 MLK Day) |                                             |                                                                           | • Study Questions for Mod. 2  
             and 2.3 due Tuesday Feb 5  
             11:59 pm  
             • Journal #1 pens                                                                 |
| Week 4     | • Complete lecture/reading textbook sections for Mod. 2.1  
             • Study Questions for Mod. 2.1 and Planetary Boundaries  
             • Discussion #1 completed | • Poling Mod. 2.1 and Planetary Boundaries  
             • Earth System Science/Planetary Boundaries problem solving | • Study Questions for Mod. 2  
             and 2.3 due Tuesday Feb 5  
             11:59 pm  
             • Journal #1 pens                                                                 |
| Jan 28 - Feb 3|                                             |                                                                           | • Study Questions for Mod. 2  
             and 2.3 due Tuesday Feb 5  
             11:59 pm  
             • Journal #1 pens                                                                 |
| Week 5     | • Complete lecture/reading textbook Mod 2.2 and 2.3  
             • Study Questions for Mod. 2.2 and 2.3  
             • Journal #1 due | • Poling Mod. 2.2 and 2.3  
             • Cases/problem solving population and community ecology  
             • Introduce Journal Assignment | • Study Questions Mod. 3.1, 3  
             and 7.1 due Tuesday Feb 12  
             11:59 pm  
             • Discussion #2 opens                                                                 |
| Feb 4 - 10 |                                             |                                                                           | • Study Questions Mod. 4.1 at  
             5.3 due Tuesday Feb 19 at 11:59 pm  
             • Discussion #2 reply posting                                                                 |
| Week 6     | • Complete assigned lectures/read Mod. 3.1, 3.2 and 7.1  
             • Study Questions Mod. 3.1, 3.2 and 7.1  
             • Discussion #2 initial posting | • Poling Mod. 3.1, 3.2 and 7.1  
             • Cases/problem solving Evolution, extinction and biodiversity | • Study Questions Mod. 4.1 at  
             5.3 due Tuesday Feb 19 at 11:59 pm  
             • Discussion #2 reply posting                                                                 |
### Module 2 – Water and Land Resources

<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 9        | • Complete assigned lectures/read Mod. 6.1, 6.2, and 6.3  
• Study Questions Mod. 6.1, 6.2, and 6.3  
• Journal #2 due | • Polling Mod. 6.1 - 6.3  
• Cases/problem solving Water resources | • Study Questions for Mod. 8.1-8.3 due Tuesday Mar 19 11:59 pm |
| Mar 4-10 (Mid-semester grades available) | | | |
| Week 10       | • Complete assigned lectures/read Mod. 8.1-8.3  
• Study Questions for Mod. 8.1-8.3 | • Polling Mod. 8.1-8.3  
• Cases/problem solving Food | • Service Learning Activity (Journal #3) due Tuesday, Apr 16  
• Documentary Film Review due Tuesday, Apr 9  
• Study Questions Mod. 9.1 and 9.2 due Tuesday, Mar 26 at 11:59 pm.  
• Discussion #3 opens |
| Mar 11-17 (Spring Break) | | | |
### Module 3 – Energy, Pollution, and Climate

<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>
<tbody>
<tr>
<td>Week 12</td>
<td>Complete assigned lectures/read Mod. 9.1 and 9.2</td>
<td>Polling Mod. 9.1 and 9.2</td>
<td>Service Learning Activity (Journal #3) due Tuesday, Apr 16</td>
</tr>
<tr>
<td>Mar 25 - 31</td>
<td>Study Questions 9.1 and 9.2</td>
<td>Cases/problem solving Fossil Fuels</td>
<td>Documentary Film Review Tuesday, Apr 9</td>
</tr>
<tr>
<td></td>
<td>Discussion #3 initial post due</td>
<td></td>
<td>Study Questions Mod. 10.1 due Tuesday, Apr 2 at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion #3 reply posts</td>
</tr>
<tr>
<td>Week 13</td>
<td>Complete assigned lectures/read Mod. 10.1</td>
<td>Polling Mod. 10.1</td>
<td>Documentary Film Review Apr 9</td>
</tr>
<tr>
<td>Apr 1 - 7</td>
<td>Study Questions Mod. 10.1</td>
<td>Cases/problem solving Air Pollution</td>
<td>Study Questions Mod. 10.1 due Tuesday, Apr 9 at 11:5 pm</td>
</tr>
<tr>
<td></td>
<td>Discussion #3 closes</td>
<td></td>
<td>Service Learning Journal # due Tuesday Apr 16</td>
</tr>
<tr>
<td>Week 14</td>
<td>Complete assigned lectures/read Mod. 10.2</td>
<td>Polling Mod. 10.2</td>
<td>Study Questions Mod. 11.2 due Tuesday, Apr 16 at 11:55 pm</td>
</tr>
<tr>
<td>Apr 8 - 14</td>
<td>Documentary Film Review due</td>
<td>Cases/problem solving Climate Change</td>
<td>Study Learning Journal # due Tuesday Apr 16</td>
</tr>
<tr>
<td></td>
<td>Study Questions Mod. 10.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Week 15</td>
<td>Complete assigned lectures/read Mod. 11.2, 11.3, 5.1</td>
<td>Polling Mod. 11.2, 11.3</td>
<td>Study for Final Ex</td>
</tr>
<tr>
<td>Apr 15 - 21</td>
<td>Study Questions Mod. 5.1, 11.2, 11.3, 11.3</td>
<td>Cases/problem solving Renewable energy and sustainability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Journal #3 due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Study for Final Exam</td>
<td>Final Exam Wednesday Apr 24 TBD</td>
<td></td>
</tr>
<tr>
<td>Apr 22 - 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Finals week)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>