BIOL/ENVS 115 (Hybrid)
Environmental Science

Summer Session 14/15
June 1 – July 25, 2015

Course Description
Survey of environmental science, ecosystems and human impact. Cross-listed as BIOL 115 and ENVS 115. Course meets multicultural graduation requirement.
Prerequisite: None

Class Day and Time: (Mondays 5:00pm-8:00pm)
This is a hybrid course which is defined as an online course supported by a weekly in-seat class. Our class will consist both in-seat and online instruction through various resources, discussion and homework. Please note that we will meet every week, unless otherwise noted.

You are expected to attend every class. If you know prior to the beginning of the session that you will miss more than one in-seat class, it is strongly recommended that you wait to take this course at another time.

The online portion of our course is located in D2L. You will access the course through CougarTrack.

There will be no in class meeting during week six (July 6). Any online assignments are still due during that week. The in class session will be made up during week seven (Friday, July 17 from 5:00pm-8:00pm). See the schedule below for assignments and due dates.

Textbooks


Textbooks for the course may be ordered from MBS Direct:
- online at http://direct.mbsbooks.com/columbia.htm
- by phone at 800-325-3252

For additional information about the bookstore, visit http://www.mbsbooks.com.

Course Overview
Welcome to BIOL/ENVS 115 Environmental Science, online! This course will provide a solid foundation in scientific approaches to environmental problems, and hopefully their solutions. Each week we will focus on different issues or problems relating to environmental issues through our discussion; these are reinforced and expanded in readings in the text, Environmental Science, A Global Concern. A major component to most environmental science courses is increasing the level of environmental
education of students. Hopefully, when this class is finished you will have a better understanding of the basic principles of ecology and a working knowledge of the terms used in environmental issues. By having a better understanding of these two principles, I hope that you will be able to make more informed decisions about the environment in which we live. Good luck with the class!

**Technology Requirements**

Participation in this course will require the basic technology for all online classes at Columbia College:

- A computer with reliable Internet access,
- a web browser,
- Acrobat Reader,
- Microsoft Office or another word processor such as Open Office.

You can find more details about standard technical requirements for our courses on our site.

**Course Objectives**

- To identify specific principles that help explain interaction in the natural environment.
- To explain the basic principles of ecology and apply them to natural and artificial systems.
- To identify the major environmental issues confronting society.
- To critically evaluate the role and impact of humans on natural systems.

**Measurable Learning Outcomes**

- Define sustainability.
- Describe the relationships between climate and biomes.
- Illustrate how matter and energy cycle in ecosystems.
- Identify how species interact with each other and the environment.
- Outline human population characteristics and analyze their past and future impacts.
- Connect basic economic principles to human population dynamics.
- Describe basic geochemical cycles.
- Assess major patterns of food production and distribution.
- Appraise the value of wild species and biodiversity.
- Describe the costs and benefits of conservation, preservation and restoration.
- Describe sources, uses and problems of energy sources including fossil, nuclear, renewable and alternative fuels.
- Analyze causes and effects of land, air and water pollution.
- Describe causes and effects of global climate change.
- Model sustainable economic, social and political methods.
# Grading

## Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>450 – 500</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>400 – 449</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>350 – 399</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>300 – 349</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0 – 299</td>
<td>0-59%</td>
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## Grade Weights

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Points</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Discussions (Online)</td>
<td>80</td>
<td>16%</td>
</tr>
<tr>
<td>Presentations (In Class)</td>
<td>60</td>
<td>12%</td>
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<tr>
<td>Papers (Online)</td>
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<td>Quizzes (In Class)</td>
<td>40</td>
<td>8%</td>
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<tr>
<td>Midterm Exam (In Class)</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Final Exam (In Class)</td>
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<td>20%</td>
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| Total                    | 500    | 100%    |

## Schedule of Graded Assignments

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<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Online</th>
<th>Due In-Seat</th>
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<tbody>
<tr>
<td>1</td>
<td>Quiz 1</td>
<td>10</td>
<td></td>
<td>In Class</td>
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<tr>
<td></td>
<td>Discussion 1</td>
<td>5</td>
<td>Thursday/Sunday</td>
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<td></td>
<td>Discussion 2</td>
<td>5</td>
<td>Thursday/Sunday</td>
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<tr>
<td></td>
<td>Paper 1</td>
<td>30</td>
<td>Sunday</td>
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<td></td>
<td>Introductions</td>
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<td>Sunday</td>
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<tr>
<td>2</td>
<td>Presentation 1</td>
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<td>In Class</td>
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<td></td>
<td>Discussion 3</td>
<td>5</td>
<td>Thursday/Sunday</td>
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<td></td>
<td>Discussion 4</td>
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<td>3</td>
<td>Quiz 2</td>
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<td>In Class</td>
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<td>Discussion 5</td>
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<td>Thursday/Sunday</td>
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<td>Discussion 6</td>
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<td>Paper 2</td>
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<td>Sunday</td>
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<td>4</td>
<td>Midterm Exam</td>
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<td>In Class</td>
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<td>Discussion 7</td>
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<td>Thursday/Sunday</td>
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<td>Discussion 8</td>
<td>5</td>
<td>Thursday/Sunday</td>
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<td>5</td>
<td>Quiz 3</td>
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<td>In Class</td>
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<td>Discussion 9</td>
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<td>Thursday/Sunday</td>
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<td>Discussion 10</td>
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<td>Paper 3</td>
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<tr>
<td>6</td>
<td>No class on Monday</td>
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Assignment Overview

Readings (Before Class)

All readings and lectures review should be completed prior to coming to the in-seat portion of class. You should utilize the information from the readings and incorporate it into all assignments within the course.

Plagiarism Tutorial and Quiz

While this is not required, it is highly recommended that you take time to review plagiarism tutorial and quiz in Week 1.

Discussions

Discussions are an integral part of this course and represent a significant portion of the final grade. Discussion activities are designed to help extend your learning into the real world and bridge the gap between theory and practice.

Discussion topics will be based on the chapter material defined in the weekly course schedule. You are encouraged to interact with your classmates in all discussions. Additional online discussion topics may be introduced as needed. Participation in all discussions will improve performance on papers, presentations, and exams.

Your initial online discussion post is due by 11:59 pm Central Time (CT) on Thursday. You must respond to at least one other student by 11:59 pm CT on Sunday.

Papers (Online)

Papers should be completed and submitted to the Dropbox by Sunday of each assigned week. There will be four papers to complete. Each will be worth 30 points, assigned on the basis of completeness, correct spelling, neatness and following all formatting guidelines (10 point Times New Roman font, 1 page in length not counting your title header or literature cited and 1 inch margins). All Dropbox submissions must be in either MS Word 2003(.doc), MS Word 2007(.docx) or rich text format (.rtf) or I can’t read it and you will not receive a grade for that assignment!

Also, when you place a paper in the dropbox, it is automatically submitted to Turnitin.com, an online source that checks for plagiarism. Turnitin.com will review your paper and assign a similarity score as
a percent based on other works to which they have access. If your paper receives a similarity score of greater than 50%, it will be assigned a score of zero. I allow one paper per term to be resubmitted for an excessive similarity score. If you are unsure of what constitutes plagiarism, you should review the policies posted online with Columbia College.

You must submit your Term Paper to the appropriate Dropbox folder **by 11:59 pm CT on Sunday of Week 7.**

**Presentations**

You will also have two presentations that you will give during the In Class session. These presentations should be 3-5 minutes and cover the assigned topics. We will discuss the In Class presentation more during the first class session.

**Quizzes**

There will be 4 quizzes throughout the course. There will be 2 quizzes before the midterm and 2 quizzes before the final. These quizzes will be used to check your comprehension over the material up to that point. Each quiz will be composed of 10 multiple choice questions worth a total of 10 points each (for a total of 40 points possible in the class).

You will have 30 minutes during the appropriate In Class session to complete the quiz. **Quizzes must be completed In Class.**

**Midterm and Final Exam**

Each exam will consist of multiple choice questions and essay questions. The Midterm and Final Exam will be given **during the In Class session of this course during Week 4 and 8 respectively.**

**Course Schedule**

**Week 1: Understanding our Environment; Science, Systems, and Ethics; Matter, Energy, and Life**

**Readings (Before Class)**
- Chapters 1 - 3

**Quiz 1 (In Class)**

Quiz 1 will be given at the end of our In Class session during Week 1. The questions will come from Chapters 1-3.

**Introductions (Online/In Class)**

Take a moment to introduce yourself to the class. Post your introduction in the appropriate Week 1 topic in the Discussions area of the course. There are no points associated with your introduction.

**Discussion 1 (Online)**

After reading the appropriate text and visiting the following website; Environmental History Timeline (http://www.wildglobe.com/resources/timeline.html), answer the following questions: What are the fundamental differences between utilitarian conservation, biocentric preservation, modern environmentalism, and global environmentalism? Which view do you feel is more appropriate? Why?

Your initial discussion response is due **by 11:59 pm CT on Thursday.** Your response to at least two classmates’ posts is due **by 11:59 pm CT on Sunday.**
Discussion 2 (Online)

Historically, detergent companies added water-soluble phosphorous to their products to make your laundry bright. Based on what you read about phosphorous, why do you think many communities have banned the use of these detergents? What term is used to describe the effects of increased phosphorous levels on aquatic ecosystems?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Paper 1 (Online)

Go to the journal Ecology and Society (http://www.ecologyandsociety.org/Journal/). This web site presents the journal and includes research articles, debates, and discussions from many ecologists. Find any prior issue and choose one article about a particular topic (Look to the upper right corner for the header titled “Find Back Issues” then click on any of the blue issue number links to see the articles for that issue). Write a paper of at least one page in length (10-point font, double-spaced, Times New Roman font) that identifies what question is being debated. Also, identify the position(s) taken in the article.

Submit your paper to the appropriate Dropbox folder by 11:59 pm CT on Sunday.

Week 2: Species Interactions; Biomes; Population Biology

Readings (Before Class)

• Chapters 4 - 6

Presentation 1 (In Class)

Go to the USGS Bird Population species maps (http://www.pwrc.usgs.gov/bba/index.cfm?fa=bba.MapViewer) database. Before doing a search, change the sort to area to “alphabetical”. This will help with your search. Using the drop down “select a species” menu, scroll to find the four birds listed below. Once you find the bird, click on its name and then click on the “Redraw” button at the bottom of the map. You will need to do this for each bird. Review the maps that are generated.

Find the following species on the list.

• Hooded Merganser
• Great Blue Herron
• Wood Stork
• American Robin

Using the information provided in the website, be prepared to answer the following questions.

• Assuming that generalist/opportunist species are widespread and more or less uniformly distributed, which of these species would you categorize as generalists and which might be specialists with narrow niche preferences or environmental tolerance ranges?
• Pay special attention to the species climate range, presence in densely populated areas, and evenness of their distribution throughout their range.
• You may want to look at the precipitation, biome, and climate maps across their range.
• Also, their diet also helps because a specialist eats only one or two things while a generalist may eat several different prey items.

I would also suggest you do a Google search of each species to gather more information. You will present your findings in a 3-5 minute presentation to the class.
Discussion 3 (Online)

Go to the following website http://home.btconnect.com/tipiglen/landethic.html and read what Aldo Leopold had to say about the land and the land ethic. With this information in mind, what do you think Aldo Leopold meant by integrity, stability, and beauty of the land?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Discussion 4 (Online)

Which two major biomes have been most heavily impacted by human activities? Give two specific reasons why these impacts have occurred. Based on what you know so far, what could be done to reduce our impacts on these biomes? Where is the largest area of undisturbed habitat found on Earth? Why is this biome so undisturbed? Do you think this biome will remain undisturbed in the future? Why or why not?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Week 3: Human Populations; Environmental Health; Food & Agriculture; Pest Control

Readings (Before Class)

- Chapters 7 - 10

Quiz 2 (In Class)

Quiz 2 will be given at the end of our In Class session during Week 3. The questions will come from Chapters 4-10.

Discussion 5 (Online)

In the 1990 US Census, the population was approximately 260,000,000. In the 2000 US Census, the population was approximately 285,000,000. During the same time period, the total fertility rate was approximately 2.1 children. At this total fertility rate, what would you expect the rate of population growth to be? If this were true, what accounts for the 25,000,000 increase in the population?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Discussion 6 (Online)

What is Integrated Pest Management? What is a main goal of this management strategy? An alternate method of pest control is the use of biological (living) agents to control pests. What is the greatest risk in the use of these controls?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Paper 2 (Online)

Go to the World Health Organization (http://www.who.int/topics/en/) web site. Look up the current status of Ebola and Leishmaniasis, and compare them to a disease (of your choice) that occurs closer to where you live (consult Figure 8.6, I think, in your text for information).

- What organisms cause the three diseases?
- What is their current distribution and prevalence?
- What environmental (think of natural environment, not their home environment) and social factors (that affect the environment) contribute to their spread?
- Does any treatment exist for the diseases?
Submit your paper to the appropriate Dropbox folder by **11:59 pm CT on Sunday**.

**Week 4: Biodiversity; Land Use; Preservation and Restoration**

**Readings (Before Class)**
- Chapters 11 - 13

**Midterm Exam (In Class)**
Your midterm exam will **be given during the In Class session of Week 4**. It will consist of 40 multiple-choice questions and 4 essay questions. The questions will come from all of the material we have covered during the first 4 weeks including chapters 1-13 including the text, discussion, papers and online sources (this is a lot of material so I suggest you start studying for the exam during the 1st week of class).

You will have a total of 2 hours (120 minutes) to take the test. The use of notes, the text, outside web sited and removable media is not allowed. You will only be given one opportunity to take the exam.

**Discussion 7 (Online)**
What is a clear cut and why is it so criticized in the US? Now imagine you and your family live in a country where the average annual income per household is only $300. However, you live in an area where the ground would support crops; all you have to do is cut down trees (clear cut). What would you do? How would you feel toward the family if they cut down all the trees to raise food or to provide additional income?

Your initial discussion response is due **by 11:59 pm CT on Thursday**. Your response to at least two classmates' posts is due **by 11:59 pm CT on Sunday**.

**Discussion 8 (Online)**
List and define the three types of diversity. Based on your reading, what is the most important kind of diversity?

Your initial discussion response is due **by 11:59 pm CT on Thursday**. Your response to at least two classmates' posts is due **by 11:59 pm CT on Sunday**.

**Week 5: Geology and Earth Resources; Climate**

**Readings (Before Class)**
- Chapters 14 - 15

**Quiz 3 (In Class)**
Quiz 3 will be given at the end of our In Class session during Week 5. The questions will come from Chapters 14-15.

**Discussion 9 (Online)**
Review the discussion of the El Nino Southern Oscillation in your text. Go to the [National Oceanic and Atmospheric Administration](http://www.cpc.noaa.gov/products/analysis_monitoring/ensostuff/ensoyears.shtml) El Nino Southern Oscillation data page. Starting with 1991, use the data listed in the chart to answer the following questions:

- In which year was El Nino greatest?
- Which year was La Nino greatest?

Next, go the [National Oceanic and Atmospheric Administration](http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/ensocycle/enso_cycle.shtml) ENSO analysis and monitoring website. Using the pertinent links, discuss each of the following items:
- El Nino and La Nina ocean temperature patterns from 1991 to the present.
- The impacts of El Nino and La Nina on global temperature and rainfall patterns.
- The impacts of El Nino and La Nina on your local temperature and precipitation patterns.

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Discussion 10 (Online)

List four methods of mining (they can be current or historical methods) and tell me which method poses the greatest risk to lotic (surface river and stream) ecosystems.

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates’ posts is due by 11:59 pm CT on Sunday.

Paper 3 (Online)

Before building a new power plant, a utility company must gain permission and procure the required permits for construction from the Environmental Protection Agency (EPA). At this time, the policy of the EPA is to limit construction of power plants to clean burning natural gas systems (to reduce emissions of CO2). One result of this policy is the reluctance of utility companies to build new power plants. California has recently experienced serious problems with their ability to provide enough electricity for its residents because of this reason. One result of this problem is that utility rates in California jumped 500% to 600% in a one-year period. With the above information in mind, write a short essay of at least 1 page discussing pros and cons of this EPA policy. Be sure to keep in mind things like environmental impacts but also issues relating to social impacts due to higher electrical prices.

Submit your paper to the appropriate Dropbox folder by 11:59 pm CT on Sunday.

Week 6: Air Pollution; Water Use and Management; Water Pollution

Readings (Before Class)
- Chapters 16 - 18

Presentation 2 (In Class)
Go to the EPA Groundwater Report (http://www.epa.gov/safewater/dwinfo/index.html) web site. Click on the state of your choice. Once your state information loads up, find the water system or district that serves your home (or the nearest system to you) by clicking on the blue “your water quality report” link near the middle of the page under the header “The Water You Drink.”

Review any information on the water quality or past violations for your system. Write a short essay of at least 1 page discussing issues related to groundwater in your state and the area of the state in which you live. If the EPA site does not list your CCR, conduct a Google to search for any information you might find relevant using the name of your city, the state and “water quality CCR”. If that does not work, email me the city and state in which you live and I can help. In your presentation, be sure and tell me the city and state in which you live. You will present your findings in a 3-5 minute presentation to the class.

Discussion 11 (Online)
As technology increases, the fuel efficiency of cars and trucks also increases. However, even though modern automobiles pollute less than older models, the overall rate of pollution due to cars and trucks has increased. How can this apparent contradiction occur? Think about things such as the number of miles driven, and the average number of drivers and cars on the road.
Your initial discussion response is due **by 11:59 pm CT on Thursday**. Your response to at least two classmates’ posts is due **by 11:59 pm CT on Sunday**.

**Discussion 12 (Online)**

How much water do you think you use annually? Keeping this value in mind, go to the [Personal Environmental Impact Calculator](http://wins.engr.wisc.edu/PEIC/eic/home.html) web site and calculate your actual annual use. List your estimated and calculated water usage. Was the calculated value more or less than your initial guess? What steps could you take to reduce your water use?

*Just an FYI: you must give a value or answer to each question or the website will not function correctly.*

Your initial discussion response is due **by 11:59 pm CT on Thursday**. Your response to at least two classmates’ posts is due **by 11:59 pm CT on Sunday**.

**Week 7: Conventional and Sustainable Energy; Solid, Toxic, and Hazardous Waste; Urbanization & Sustainable Cities**

**Readings (Before Class)**

- Chapters 19 - 22

**Quiz 4 (In Class)**

Quiz 4 will be given at the end of our In Class session during Week 7. The questions will come from Chapters 14-22.

**Discussion 13 (Online)**

Using the [Home Energy Saver](http://hes.lbl.gov/hes/db/zip.shtml) website, determine how much energy you use annually. Once you access the site you will need to submit your ZIP code and then hit the submit button. Once you hit submit scroll down and enter the data required in all of the fields. Once you have input all of the data, you will hit the save answers button at the bottom of the page. After you hit save answers you will then need to click on the calculate button. You may have to hit calculate manually. Once you have done the calculations, please click on the blue link called "see greenhouse gas emissions and energy consumption" above the calculate button. That will open a screen with all of your energy use by type. You will need to add all of the KWh usage up to get your total. If you have your electric bills for the last year you can just look up the amount of energy you used in your home instead of using the website. Regardless of how you do it, once you have the values, answer the following questions:

*If electricity costs 10 cents per kilowatt-hour, how much is your annual electricity bill? (Hint: take the total energy in kWh X 0.10). How would your bill change if you paid 25 cents per kWh? Once again you MUST give a value or answer to each question or the website will not function correctly.*

Your initial discussion response is due **by 11:59 pm CT on Thursday**. Your response to at least two classmates’ posts is due **by 11:59 pm CT on Sunday**.

**Discussion 14 (Online)**

Many people feel that the greatest threat to the overall quality of the air comes from manufacturing and industry. Few of us stop to think about our individual impacts. Go to the [Nature Conservancy](http://www.nature.org/greenliving/carboncalculator/#) webpage and fill out the data for each tab listed. Make sure to calculate the energy usage for the entire household. Calculate your carbon production and amount of offset needed for your total CO2 production. What was the total amount of CO2 you produced last year? If you wanted to offset this amount by 100% through the purchase of green tags, how much would it cost per year? Could you easily afford this amount?

Your initial discussion response is due **by 11:59 pm CT on Thursday**. Your response to at least two classmates’ posts is due **by 11:59 pm CT on Sunday**.
Paper 4 (Online)

Boulder, Colorado, has been a leader in controlling urban sprawl by limiting new construction and population growth. One consequence has been skyrocketing housing prices. Write a short essay of at least 1 page discussing issues related to the impacts of the housing price increase on the availability of housing for poorer people.

Do you think this limit on who can live where is moral or ethical? With this in mind, also discuss the impacts of urban renewal on the availability of housing and urban sprawl (urban renewal is very common). How does this practice of renewal impact the poor?

Submit your paper to the appropriate Dropbox folder by 11:59 pm CT on Sunday.

Week 8: More Drama

Readings (Before Class)

- Chapters 23 - 25

Final Exam (In Class)

The Final Exam will consist of multiple-choice section and 4 essay style questions. This exam will be given during the In Class session of Week 8. The questions will come from all of the material we have covered during the last 4 weeks including chapters 14 - 25 including the text, discussion, papers and online sources (this is a lot of material so I suggest you start studying for the exam during the 1st week of class).

You will have a total of 2 hours (120 minutes) to take the test. The use of notes, the text, outside web sites and removable media is not allowed. You will only be given one opportunity to take the exam.

Discussion 15 (Online)

List, in order, the steps of the policy cycle. The policy cycle doesn't work very well for "wicked" problems. Why not? Lumber harvest is thought to be a wicked problem. Why might this be true?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates' posts is due by 11:59 pm CT on Saturday.

Discussion 16 (Online)

The biggest threat to our natural world is human intervention. We destroy or modify our surroundings to meet our needs at the expense of other species. Review the article The Tragedy of the Commons (http://www.dieoff.com/page95.htm) by Garrett Hardin. What is a commons? If humans are such a problem, how does Hardin propose we solve the population problem? Do you agree with what Hardin had to say?

Your initial discussion response is due by 11:59 pm CT on Thursday. Your response to at least two classmates' posts is due by 11:59 pm CT on Saturday.

Course Policies

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's Student Conduct Code and Acceptable Use Policy. Students violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Columbia College Student Handbook. The Handbook is available online; you can also obtain a copy by calling the Student Affairs office (Campus...
Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

**Plagiarism**

Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the original author. For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

All required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

A plagiarism tutorial is located in the content area of the D2L website. Additionally, work that was completed in a prior course and submitted in the current course will not be accepted.

**Non-Discrimination**

There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

**Disability Services**

Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

**Attendance Policy**

Attendance for a week will be counted as having submitted a course assignment **for which points have been earned** during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as the period of time between Monday and Sunday (except for Week 8, when the week ends in accordance with the campus end date). The course and system deadlines are all based on the Central Time Zone.

**Email**

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor. You may forward your Cougar email account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other email providers.
Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

A hybrid class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

Course Evaluation

You will have an opportunity to evaluate the course near the end of the session. Course evaluations will open on Sunday of Week 5 and will remain open until Thursday of Week 7. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.

Additional Resources

Orientation for New Students

This course is offered online, using course management software provided by Desire2Learn and Columbia College. The Student Manual provides details about taking an online course at Columbia College. You may also want to visit the course demonstration to view a sample course before this one opens.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Helpdesk, or the D2L Helpdesk for assistance. Contact information is also available within the online course environment.

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<td>800-231-2391 ex. 4357</td>
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Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. The Writing Center can be used for writing assistance in any course.

Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a Connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack under Students->Academics->Academic Resources.