ENVS 101 Introduction to Environmental Science

Self-reflective response

In order to prepare students to write within my field, students should read scientific journals, practice writing formal lab reports in this manner, and apply peer-review techniques. I do not do this in ENVS 101 as most of our students are non-science majors and are taking this class to fulfill a GenEd science requirement. I often hear my students say that they took ENVS because they thought it would be easier than chemistry, biology, or other hard science. Most of our students are majoring in business and management, education, or other humanities.

In that vein, I use simple writing activities that are meant primarily for students to reflect on the impact that their lives and actions have on their environment. For example, there are three larger writing common graded assignments that have students examine the carbon footprint of their food choices or how much water and energy they use daily. On semesters when we are not using these assignments to score GrEATs, I give students the choice to complete two of the three analyses. I encourage them to complete the first two (foodprint and water analysis) and give the energy analysis as an optional "make-up" assignment for those that struggled to write the first two. That third assignment is due at the end of the semester so that they can write it after receiving feedback from me on their previous work.

As of this semester, I incorporated journal entry assignments that connect ethics and policy to the science. It is an experiment as part of the *Humanities for All* grant. I created 15 prompts with Nick VanHorn, ethics professor, so that students would have an entry per week throughout the semester. Each weekly prompt is related to content/topics discussed in class that week. I allow students to submit as many entries as they would like to, but I only count their top 10 grades at the end of the semester

(each of these is worth 10 points). This allows students to feel less pressure with these “low-stakes” activities and learn from their errors through my feedback.

I do this instead of allowing resubmissions of previous work, which I used to do, because of time constraints. I find that I have very little time to grade multiple attempts of work because I mostly teach asynchronous courses that contain weekly writing assignments. I spend so much time providing feedback on these assignments, that I simply find it is easier to deal with the grading load if I break it up into different assignments and due dates. I do not like to procrastinate and like to provide feedback and scores on assignments within a week of their due date. Additionally, it allows students to interact with content from multiple chapters if they are writing different assignments.

On the other hand, I worry that I may not be the best guide for writing as I struggle with writing myself and because English is not my first language. I have seen reviews on *Rate my Professor* that accuse me of being a stickler for grammar and spelling despite my documents being “riddled with writing errors.” This has caused me some doubts in my ability to help students with their writing.

In conclusion, by providing rubrics, feedback, and dropping low grades/scores, I feel that I am giving students guidance on how they will be graded and allow students plenty of opportunities to learn from their mistakes and improve their writing skills. Yet, I am not an English major nor a native speaker and I struggled to write my own dissertation (I had to hire an editor after I was done writing). So, I lack the confidence and doubt my abilities at times. Second guessing my own feedback to students.

Revised Syllabus and Statement

CCBC, Spring 2021, School of Mathematics & Science, Physical Science Department (Environmental Science)
ENVS 101, HEA, 20496

Contents

Introduction to Environmental Science explores the inter-relationships between humans and the Earth's ecosystems. Fundamentals of ecology, water resources, populations, energy, climate, and nutrient cycling will be covered, as well as the impact of human use and management of the earth's land, water, and air resources. For students needing a lab, ENVS 101: Introduction to Environmental Science Laboratory, serves as the accompanying lab.
3 Credits: 3 lecture hours
Prerequisites: (ENGL 052 and RDNG 052) or ACLT 052; and MATH 082

A. Basic Course Information

1. Cristina Cardona, Ed.D.
2. **Office**: E. MASH 505, but due to COVID-19 restrictions I will be working from home.
   Contact Information:
   Email: ccardona@ccbcmd.edu

   Blackboard Messages: under 'Communications' in our Blackboard course. Use this messenger link (not Blackboard instant messenger), as I do not receive notifications for instant messages.

   Google Voice #: 443-402-5467. Calls go to my cellphone. I will only answer phone calls during business hours as long as I am not teaching a synchronous course or speaking to a student via Teams. Please be respectful and only use this phone number during business hours (M-F, 9AM-5PM). If I do not answer, leave a detailed voicemail with your name, course name, and question. I will only return missed calls if a voicemail or text message is left behind. **Email is my preferred method of communication.**

3. **Office Hours**: MW 10-11:30 AM and TR 10-11 AM via Teams (online only) or *by appointment*

Use the "Teams Office Hours" course link to access the office hours at this time.

4. **Response time:** Allow two business days (Monday-Friday) for returning emails and Blackboard messages.

   Email is my preferred method of communication. When emailing/messaging, please follow the email etiquette guidelines outlined in the "Getting Started" course link. Emails from non-CCBC accounts have a high likelihood of ending up in the spam folder and faculty are not allowed to respond to these emails. **Use your CCBC accounts to send emails.**

5. Essex Physical Science Department: 443-840-2665
6. Class Times, Days, and Locations: Remotely, TR 11:10 AM-12:35 PM attendance is required.

   Remote Synchronous Course:
   Instruction is offered remotely during the scheduled days and times indicated (synchronously): a physical presence on-campus attendance is not required. This course must be accessed from any location using a computer with internet access and a camera feature. Log into the class by following the instructions found in the "Teams Lecture Sessions" Blackboard course link.

7. Statement of student out-of-class work expectations: This is a **3** credit hour course. For each credit hour, the student is expected to complete **at least 6 hours** of work **per week outside** of the class, including reading, class preparation, homework, studying, etc. for a total of 9 hours minimally. *Students: please note that these are minimal requirements for any course, and that many students require more time than this for science courses.*

8. Exams will be held using Respondus LockDown Browser. The policies to adhere to strict proctoring protols are described in section "D. Course Procedures" below and on Blackboard. The testing center will be open for students with Testing Accommodations.

9. **Required Materials**: All sections will be using the eText and MasteringEnvironmentalScience provided through the FirstDay program which provides access to the course materials as part of your course fees. To opt out of this program, please contact Samantha Howe in the CCBC Campus Bookstore at showe@ccbcmd.edu.
   eText: Withgott & Laposata. Essential Environment: The Science Behind the Stories (6th ed.)

Please see information in the course Blackboard site about registration for access to your textbook.

B. Course Goals Overall

Course objectives:

1. apply the scientific method in solving problems related to environmental science;
2. present environmental information using effective written and/or oral communications;
3. describe, numerically and graphically, various presentations of data;
4. apply mathematical methods to the interpretation of environmental data;
5. describe conditions that promote various ecosystems and appraise the impacts of human endeavors on them;
6. describe how results from various observations and technologies are used in the solution of environmental problems;
7. find, evaluate, use and cite variety of informational resources relevant to environmental science;
8. apply appropriate scientific terminology to describe attributes of ecosystems and their interactions;
9. describe the impact human activities have on natural systems;
10. evaluate a wide range of cultural and social approaches to environmental problems;
11. discuss concepts of environmental justice;
12. summarize major environmental policies and regulations;
13. assess the effect and importance of individual behavior in environmental issues;
14. compare and contrast technologies that prevent, control and reverse environmental harm;
15. explain how the earth's natural systems operate and interrelate with one another;
16. delineate biogeochemical cycles within and flow of energy through an ecosystem;
17. delineate geographic distributions of environmental impacts;
18. develop informed views based on critical evaluation of both scholarly and popular resources, and
19. engage in problem solving of environmental issues.

Major topics:

I. Nature of environmental science
II. Biogeochemical cycles
III. Ecosystem services
IV. Ecology and biodiversity
V. Atmosphere and climate change
VI. Water resources
VII. Land resources
VIII. Human population

IX. Energy
X. Environmental regulation
XI. Environmental technologies
XII. Sustainability

Rationale
This course introduces ENVS majors as well as General Education students to fundamental principles of scientific reasoning and environmental literacy as well as preparing students to communicate their ideas and understanding of the natural world by providing variety of learning experiences which allow students to critically evaluate environmental information provide experiences that will allow students to become independent learners.

Environmental science is an inderdisciplinary field that weaves science and humanities. This course incorporates ethics, social sciences, and policy as well as the development of writing and communication skills. As such, this is a writing intensive course that uses journal entries, writing analysis assignments, and an annotated bibliography as menthods to reflect on the impact that humans have on our environment and ecosystems.

Other material related to Course Goals

I. This course is an approved 3-credit Biological and Physical Sciences General Education course. When successfully completed, along with the companion course, ENVS 102, Introduction to Environmental Science Laboratory, the combined courses constitute an approved 4-credit Biological and Physical Sciences General Education course.

C. Evaluation

1. **Requirements:**

***All assignments must be written in your own words and cited properly in APA format (this includes in-text citations).** There are citation guides provided in the "avoiding plagiarism" course link. Review academic integrity and plagiarism policies on section D. Course Procedures

- Attendance and Participation, In-class activities- 100 points
  Attendance and preparation are required for the successful completion of this course. There will be several in class activities to be discussed in class that will add up to approximately 100 points. Please read the attendance policy for valid excuses to miss class. Some of these assignments will be collaborative efforts.

- Journal Entries- 100 points
  There will be 14 journal entries, five of which include a reading introduction about ethics. Students need to complete 10 entries overall, **but three** of these journal entries **must include ethics posts** from the following weeks: week 1 (worldviews), week 5 (green revolution), week 7 (water resources), week 9 (air pollution), or week 14 (human populations). Each entry must be at least 250

words in well-written and complete sentences. Each entry is worth 10 points. The first two submissions may be revised and resubmitted upon receipt of faculty feedback. Feeback will be sent within a week of the assignment deadline.

- Energy Debate, group project and annotated bibliography - 30 points
  Students will participate in either non-renewable (coal, oil, natural gas, nuclear) or renewable energy groups (biomass, geothermal, wind, solar, hydroelectric). This assignment is worth 30 points, you must come prepared with notes and having researched your topic to debate other groups in your energy category (non-renewable or renewable) and receive credit for participating. An annotated bibliography is also due at this time with requires a summary of pertinent information from at least three sources of information. Students that do not participate in the debate discussion will not earn credit for the assignment. See rubric for guidance.

- Mastering Environmental Homework - 100 points
  Throughout the semester, assignments will be given to supplement course material or to help prepare you for class discussions. For instance, you will complete an assignment on the Modified Mastering Environmental Science software for 12 chapters. Each one is worth 10 points, I will drop the lowest two individual scores at the end of the class. The introduction assignment is worth 3 points on the software, but is extra credit for you. These are always due on Sundays at 11:59pm.

- Required common graded assignments – 70 points
  All assignments must be turned in electronically through **Blackboard Assignment Tool**. Assignments can be accessed as Word documents from the Blackboard site. There are two larger independent assignments (Foodprint and Freshwater Analysis) that need to be written in your own words. The Energy Analysis may be used to replace a low grade on one of the required assignments. See rubrics for guidance. **Late assignments will receive 10% reduction per day late (up to 2 days late).** If your document is not submitted in one of the accepteable formats (.pdf, .doc, or .dox file formats), it will not be counted as submitted.
  There will be a peer-review portion of the foodprint assignment that will be worth an additional
  10 points. The first draft is peer reviewed and a final draft of the assignment will be submitted upon receipt of this review. Feeback will be sent within two weeks of the assignment deadline.

- 4 Quizzes- 35 points
  A required **Respondus LockDown Browser** quiz worth 5 points must be taken on the first week of class.
  Four 10-point quizzes will be held **on Blackboard using this software** during the course of the semester. **I will not give make-up quizzes, but the lowest grade will be dropped** (unless student received a zero for cheating). These quizzes will not be cumulative and will be a mix of multiple choice and short

answer questions. Review posted study guides and guided notes as well as lectures and other materials available on Blackboard in order to study for these quizzes. Cheating will not be tolerated. Students caught cheating during the quiz will receive a zero and will be forwarded to the Department Coordinator and the Vice President for Student Affairs.

- 3 Exams - 100 points each
  Three 100-point exams will be held **on Blackboard (using Respondus LockDown Browser)** during the course of the semester. Students have 80 minutes to complete each exam and have one attempt per exam. These exams will not be cumulative and will be a mix of multiple choice and short answer questions. **I will not give make-up exams.** Alternatives may be offered at my discretion if student notifies me prior to the missed exam and/or provides proper documentation for a valid absence within 2 class periods. Students may use both sides of a 5x8" index card as a cheat sheet for these exams, but no other aids. Students must take the exam within the class period and may not begin if another student has finished. No headphones, sunglasses, hats, smartwatches, cellphones, or aid of any kind will be allowed during these assessments. Students must follow the rules for exams as outlined in the "Rules for Exams and Directions for Respondus Monitor" SoftChalk lesson within the "Getting Started" course link and "Respondus Practice Quiz" instructions. *Additionally, students must refer to the exam policies in section "D. Course Procedures" of this syllabus.* Failure to follow these rules will result in a loss of points and possibly a zero for the exam.

- Final exam - 100 points
  The final exam will be cumulative and will be held **on Blackboard (using Respondus LockDown Browser)**. It will be held at the scheduled date and time. I will only allow the final to be taken at another time under extraordinary circumstances, but please come see me if this is the case. Students may use both sides of a 5x8" index card as a cheat sheet for these exams, but no other aids. Students must take the exam within the class period and may not begin if another student has finished. No headphones, sunglasses, hats, smartwatches, cellphones, or aid of any kind will be allowed during these assessments. Students must follow the rules for exams as outlined in the "Rules for Exams and Directions for Respondus Monitor" SoftChalk lesson within the "Getting Started" course link and "Respondus Practice Quiz" instructions. *Additionally, students must refer to the exam policies in section "D. Course Procedures" of this syllabus.* Failure to follow these rules will result in a loss of points and possibly a zero for the exam.

It is CCBC Distance Learning policy that at least 30% of a student's work in an online class must be authenticated to avoid academic dishonesty. To that end, students must complete their Unit and Final Exams in a Proctored Testing Environment. Given the pandemic, students need to take the exams using Respondus Monitor and LockDown Browser (directions are in the "Getting Started" course link). Students with testing accommodations may either take exams using Respondus or they may use the testing center (please make appointments well in advance as seating will be limited).
All students are required to carefully read the "Rules for Exams and Directions for Respondus Monitor" document during week 1.

- Extra Credit – max. 30 points

Extra credit will only be given for pre-approved service-learning activities that include the environment. I will discuss opportunities in class as they come along and post details on Blackboard. A maximum of only 30 points can be earned. All assignments that are optional (not required for all students to turn in) including extra credit and resubmissions of classwork will not be accepted past the given due date. All extra credit is due on **May 16** at 11:59pm. As with all other assignments, write these in your own words and cite sources in APA format.

All assignments must be submitted electronically through Blackboard. *Do not email assignments.* Assignments can be accessed as Word documents from the Blackboard site. Please label your document in the following manner: your last name_assignment title.doc. **For example: Cardona_Foodprint.doc**

I can open MS-Word files: _.doc or _.docx. **I cannot open files in _.wps, .pages formats, or others.** All assignments must be **received in the proper format by 11:59pm** on the due date. All incoming mail in Blackboard is time stamped. **Any late** assignments will be penalized, and **no assignments will be accepted two days after the due date.** I will accept assignments up to two days late with a 10% penalty per day (except for the group debate).

- In science, we care not only if you know something, but how you know it. If you provide a statement of fact, you must have evidence to support it and that evidence must have a citation. If you report an expert opinion, you must have evidence to support it and that evidence must have a citation. Both in-text and as a full reference.

- If you are repeating this course, I **do not** accept the same assignments that you have completed. You will need to rewrite it and submit original work in your own words.

2. **Instructor's grading policy:** Grades are assigned on a *point basis*. Students earn points by completing assignments in the class. Final grades are determined by dividing the total points earned by the total possible points. Grades will be recorded in the Blackboard grade book and are available to students at any time in that way. I will attempt in good faith to grade all materials within two weeks of the stated due date.

   A (100-90%), B (89-80%), C (79-70%), D (69-60%), F (<60%)

3. **Instructor's attendance policy:** Students are expected to attend all sessions. In the case of absence it is the student's responsibility to confer with the instructor about whether the absence will be excused. Students not attending class because they are observing major religious holidays shall be given the opportunity, to the maximum extent possible, to make up, within a reasonable amount of time, any academic work or tests they miss. Arrangements between

the student and the faculty member(s) for the student to make up missed assignments or tests **must be made in advance of the religious holiday, at the initiation of the student.**

4. **Instructor's audit policy:** Important notes: (1) you can no longer wait until mid-semester to decide that auditing a course is appropriate: the final date to change to an audit now coincides with the final date for withdrawing with a 50% refund, and (2) failure to participate in the class as follows will result in a grade of "W" instead of "AU." **The last day to change to an "audit" this semester is: Friday February 19, 2021.**

D. Course Procedures

1. Course-related policies and procedures:

Classroom Civility: Students are expected to behave in a respectful manner in lecture, including but not limited to coming to class on time, not leaving early, not talking when the professor or other people are addressing the entire class, not coming to class under the influence of alcohol or drugs, dressing respectfully, etc.

- **Texting or surfing the web during class is not acceptable** and will not be tolerated.
- **No headphones or sunglasses** may be worn during lecture.

Class will be held remotely and synchronously. This means that students are expected to log onto the course Teams session on time.

ON TEAMS

- I request that students turn on the video when speaking.

We will discuss this on the first day of class.

- Please be advised that our class sessions may be recorded (in video and audio format), capturing student participation in class discussions or activities if all students agree to this. Therefore, any student profile image used may be captured in the recording. In accordance with the Family Educational Rights and Privacy Act (FERPA) regulations, recordings of each class session may be shared with students currently enrolled in the course for review as reference material or when the student is unable to attend a live class session. However, recordings will **not** be shared with any other parties, without the prior written consent of those captured in the recording. Students, with a profile image and activated camera and audio features during a class session, agree to have their profile picture, video image, and oral statements recorded during the class session. ***If you choose not to have your profile picture, video image, or oral participation recorded, please do not use a profile image, disable the video feature, and mute the audio component of Teams for each class session. This will allow you to share in the learning without being captured in-class recordings.***
- If the video is disabled, participation is still required and may involve typing responses on the chat option or group work on Teams channels.
- Mute yourself while you are not speaking to the professor or your fellow classmates in order to reduce ambient and distracting noises.
- Use the raise your hand option when you have questions.

- If students choose to be on camera, make sure that the background is appropriate. Treat this as your classroom and proper attire must be used. See note below.

Note: CCBC is providing a Teams background that could be used, but needs to be downloaded to your Teams/ on your computer so that your room does not appear:

- https://support.microsoft.com/en-us/office/change-your-background-for-a-teams-meeting-f77a2381-443a-499d-825e-509a140f4780
- **Do not** use this background during exams, only during lecture that is visible to other students.

Course Communications: All course communications will happen through your assigned CCBC email account and/or through Blackboard messenger. You may forward your CCBC email to a personal account but **I can only respond to emails sent by your assigned CCBC account.**

- I will respond to emails during business hours and when not in lecture or labs.
- Outside of those hours, please give me 48-72 hours to respond. As much as I wish to be able to help students when they need, I cannot be expected to be available 24/7. I will give students this same courtesy.

When sending an email or course message please make sure to follow proper email etiquette. This means you should include a relevant subject line (which includes the class – ENVS 101), start with a greeting, clearly and carefully explain what you are writing about, and sign with a closure and your name. You should always use standard English and punctuation. You should avoid acronyms and abbreviations. The clearer your email is, the more effectively I help you and answer your question.

For example:

Subject: ENVS 101 subject of email

Dear _____,

Body of email.

Thank you,

Student name

Late Work/Missed Exams: Late required assignments will result in a 10% decrease in total points for every day late unless the student has contacted me prior to the due date with a legitimate excuse for the late work. I will not accept work over two days late. Please see the Attendance Policy for legitimate excuses. **Missed exams or quizzes cannot be made up.** Only under special situations with documentation and at my discretion, the final exam may count twice. The exams will be proctored using Respondus LockDown Browser. Take required practice quiz on the first week of class and check in with Dr. Cardona regarding successful completion of said quiz prior to your first unit quiz.

Important Exam policies:

Ways to Take the Exams:

- Go to a CCBC Testing Center – **open for students with Testing Accommodations**

Testing Centers can be reached at the following:
http://www.ccbcmd.edu/Resources-for-Students/Testing-Centers/Schedule-an-Appointment.aspx
Please note: making an appointment are REQUIRED. CCBC has testing centers on all of its campuses and extension centers. It is the students responsibility to make an appointment.

- **Use Respondus Monitor at home - the main way students will take exams**

This is a free proctoring system, but students must have access to a webcam, microphone, suitable testing environment, and **reliable high-speed** internet in order to use this option. A suitable testing environment is a quiet space where you will not be interrupted. Taking exams on a table/desk is recommended, but the environment must be shown nonetheless and it must be clear that no course materials are present. Students using Respondus may not leave the test at any time or interact with others or outside technology during the exam. Respondus monitor will lock down your computer and will prevent you from using other programs while the exam is in progress.

All students are required to take the Respondus Monitor Practice Quiz (9 points) even if they have used the program before. Different classes have different rules for Respondus Monitor so this quiz ensures we are all on the same page. Taking this quiz helps to prevent issues on exams that may result in a loss of points (also it's basically a free 9 points).

After the practice quiz due date, your instructor will review your attempt and send you feedback. If there was an issue on the practice quiz your instructor will let you know and you will need to make the changes on a unit exams (the real exams). Please watch for this Bb message.

Students who do not take the practice quiz, but take the exam using Respondus anyway, will be given a zero (0) for the exam if there is *any* question about the integrity of the exam.

Academic Integrity is taken very seriously.
Plagiarism, cheating, facilitation and fabrication are not tolerated. Please refer to the CCBC Code of Conduct and Code of Conduct for Academic Integrity for definitions and examples of cheating, facilitation and fabrication. Using "study and homework solution" websites such as Course Hero and Chegg to post your work or as an aid to complete your work is also strictly prohibited.

To these ends, the following actions are expected of students:

- Complete all work on exams without assistance.
- Follow the professor's instructions when completing all class assignments.

- Ask for clarification when instructions are not clear.
- Report to the instructor any unauthorized information related to an exam.
- Provide proper credit when quoting or paraphrasing.
- Submit only one's own work.

Students who do not accept responsibility for the integrity of their own work will experience sanctions, including a written reprimand, failure of the assignment, failure of the course, and/or dismissal from the program. For repeat and extreme offenses, the College reserves the right to suspend or expel students.

My policy for academic integrity is as follows:

Submitting work that is copied directly, in whole or in part, from another student is cheating. This includes work form websites like Course Hero, Quizlet, or Chegg. Providing your work to be copied is also cheating. You will receive a zero on any assignment in which cheating is evident and you will not be granted a re-write. If cheating or plagiarism occurs more than once you may fail the course.

Plagiarism occurs any time you have not properly referenced your source material. In this course, proper reference includes citation in APA (Name, Year) style. A Style Sheet is posted in the Getting Started materials. Quotes should be must be in quotation marks with an in-text citation and a full reference at the end of the document. Paraphrased information must be in the students own words and followed by an in-text citation and a full reference at the end of the document.
Word for word plagiarism is when you copy another person's words and do not use quotation marks *and* a reference. Word for word plagiarism will result in an automatic zero for the assignment. Paraphrasing plagiarism occurs when you paraphrase ideas but do not use a proper citation (in-text citation plus full reference). The first-time paraphrasing plagiarism occurs, points will be deducted, and the student will be warned. If it continues to happen, the student will receive a zero for the assignment and reported to the Office of Student Conduct. ****A third offense will result in failing the course.****

Do not post any course materials (lab questions or answers, complete or incomplete assignments, quiz/exam questions or answers, etc.) to any online platforms such as Quizlet, Course Hero, etc. as this violates CCBC's Academic Integrity Policy by facilitating cheating but it also violates the copyright of the textbook publishing company and materials created by your instructor.

You are welcome at any time in this process to seek a second opinion on the nature of the offence from 1) the program coordinator and/or 2) the department chairperson. The names of individuals who have received a zero on an assignment due to plagiarism or cheating as outlined above will be forwarded to the Department Chairman and the Vice President for Student Affairs.

Source Citations

All information that is collected from material other than your personal experience or observation must be properly cited. All information must be cited in the text with the author's name and the date of publication. In this course you should use APA (name,year) format. Additional information about these citation styles can be found in the "Avoiding Plagiarism" course link from the left menu on Blackboard.
There are many resources at CCBC to help you make sure you do not plagiarize. Please take full advantage of these.
APA Style Resources: https://awc.ashford.edu/cd-in-text-citation-guide.html

Writing Policy
The College recognizes that clear, correct, and concise use of language is characteristic of an educated person. Therefore, whenever possible, faculty members in all disciplines are required to use written assignments in their courses in order to encourage effective writing by their students. Instructors must consider the quality of writing in determining a grade for a written assignment. Poor writing can be a sufficient cause for a failing grade on a paper and, in extreme cases, a failing grade in a course.
On Campus Writing Centers: http://www.ccbcmd.edu/Resources-for-Students/Tutoring-and-Academic-Coaching/Writing-Center-and-Online-Writing-Lab.aspx

Online Writing Center: http://www.ccbcmd.edu/Resources-for-Students/Tutoring-and-Academic-Coaching/Writing-Center-and-Online-Writing-Lab/Online-Writing-Lab.aspx

CCBC Library Citation Guides: http://libraryguides.ccbcmd.edu/Citations
Direct Assistance from a CCBC Librarian: http://library.ccbcmd.edu/screens/web/rapform.html

YOU CAN ALWAYS ASK YOUR INSTRUCTOR FOR HELP!

2. College-wide syllabus policies: For college-wide syllabus policies, such as the Code of Conduct for Academic Integrity, Grades and Grading (including FX and progress grades), and the Audit/Withdrawal policies, please go to the MySyllabiPolicies tab on the myCCBC page.
   Attendance Policy
   Code of Conduct (As presented in the college catalog; be sure to read the sections dealing with academic integrity, including the definition of cheating.)
   Grades – AU The last day to change to an "audit" this semester is: Febuary 19, 2021
   Grades –W The last day to withdraw this semester is: April 14, 2021

   Pathways- When you enroll at CCBC you are assigned a Pathway based on your declared major. Your specific pathway will host activities that are designed to keep you excited about your career choice and help you be successful in your transfer and career goals. Be sure to visit your Pathway Blackboard organization to learn about upcoming activities including field trips, information about career

opportunities, and tutoring sessions. Go to http://www.ccbcmd.edu/pathways and then click on your Pathway

3. College-wide student services: To access information about student services, such as Academic Advising, College and Community Outreach/Success Navigators, and Disability Support Services, students may refer to the Student Support Services link on the CCBC catalog home page.

   Academic Help:

   - Go to your MyCCBC page and click on the MySyllabi tab for more details on Academic Standards, Academic Dishonesty or other academic policies at CCBC.
   - Make sure to contact our Disability Support Services center if you have a documented learning disability and need assistance.
   - Contact our Student Success Centers to become a tutor (we do not have Earth Science tutors at the moment and could really use one!).
   - Contact our Academic Advising office for help on career advise.
   - Student Support Services

4. Contact information for course-related concerns:

   Students should first attempt to take concerns to the faculty member. If students are unable to resolve course-related concerns with the instructor, they should contact Stephanie Rafferty-Thompson, Physical Science Coordinator (Essex), at srafferty@ccbcmd.edu

5. Course calendar/schedule:

Tentative Lecture Schedule and Assigned Readings

Week	Topics	Readings
1	Course Introduction Science and Sustainability Respondus LockDown Practice Quiz (Feb. 7)	Syllabus Ch. 1
2	Earth's Systems	Ch. 2
3	**Quiz 1 Tuesday at 11:10 AM** (Feb. 16) Earth's Systems / Biodiversity	Ch. 3
4	Biodiversity **Exam 1 (Chapters 1-4, 8) on Thurs**. (Feb. 25)	Ch. 4 (p. 69-83) and Ch. 8 (p. 167-180)
5	Agriculture /Freshwater Foodprint Analysis due on Sunday (March 7)	Ch. 7
6	Freshwater **Quiz 2 Thursday at 11:10 AM** (March 11) Peer-review due by March 14	Ch. 12
7	Oceans Final draft of the foodpring assignment due on Sunday (March 21)	Ch. 12

Week	Topics	Readings
8	Oceans **Exam 2 (Chapters 7 and 12) Thursday** (March 25) Freshwater Analysis due Sunday (March 21)	p. 221-222 (the toxic substances may... section on biaccumulation)
9	**Spring Break on March 27-April 5**	
10	Air Pollution	Ch. 13 and p. 113 (cap and trade system in Ch. 5) and p. 215 (many env. Health hazards exist indoors in Ch.10)
11	Global Climate Change **Quiz 3 Thursday at 11:10 AM** (April 15)	Chap 14
12	Global Climate Change Work on groups Thursday (April 22) Annotated bibliography due Sunday (April 25)	Chap 15/16 and External research
13	Non-renewable (April 27) / Renewable (April 29) Energy Debates and Energy Lecture/Discussion Optional: Energy Analysis due Sunday (May 2)	Chap 15/16
14	**Exam 3 (Chapters 13-16) Tuesday** (May 4) Managing our Wastes	Chap 17
15	Human Populations **Quiz 4 Thursday at 11:10 AM** (May 13) Final Review Friday -Jeopardy after the quiz All remaining extra credit due on May 16	Chap 6 Review old notes, study guides, and other material for the Jeopardy game!
	Final exam (Cumulative) **Tuesday, May 18 at 11 AM-1 PM** **based on the published CCBC Final Exam Schedule.**	

a. Expected end date for access to the course via the Blackboard: May 31, 2021.

This syllabus may be changed with notification to the class.

CCBC Catalog: http://catalog.ccbcmd.edu/index.php

myCCBC page: https://myccbc.ccbcmd.edu/

Attendance Policy: http://catalog.ccbcmd.edu/content.php?catoid=37&navoid=3150&hl=policy+statements&returnto=search#attendance-policy

Audit Policy: http://catalog.ccbcmd.edu/content.php?catoid=37&navoid=3150#audit-policy

Withdraw and Tuition Refund Policies: http://catalog.ccbcmd.edu/content.php?catoid=37&navoid=3162

Final Exam Schedule:
https://www.ccbcmd.edu/~/media/CCBC/Resources%20for%20Students/Academic%20calendar/finalexams_spring.ashx

ENVS 101 Journal Entry Rubrics:

Based on feedback

	Points and expectations (a total of 15 points per assignment)			
	0 points	1 point	3 points	5 points
Scientific Concepts/ Overall Journal Content	Illustrates an inaccurate understanding of scientific concepts.	Some of the questions were addressed correctly **OR** only a few claims were supported with evidence.	Most questions were addressed/ some contained errors **OR** not all arguments/claims were supported with evidence.	Questions were interpreted properly. All questions were answered correctly. Content was properly explained with evidence to back up claims made.
Writing and analysis	Analysis is lacking AND the entry contains fewer than 300 words.	Analysis is incomplete but relates some concepts from learning materials **OR** entry is 300-400 words in length.	Analysis is limited **OR** entry is 400-500 words in length.	Analysis is thorough and relates concepts from the book and learning materials to answer the question **AND** the entry is at least 500 well-written words in length.
Spelling/Grammar	Assignment was not completed.	Typos are significant and impact understanding	Three-five spelling/grammar typos that do not impact understanding.	Fewer than three spelling/grammar typos that do not impact understanding.

*I accept assignments up to two days late with a 10% penalty per day. Journal entries that are one day late = -1.5 points or two days late= -3 points. No work is accepted after this extension.
All claims that backed up with references must be cited in APA format. Plagiarism is not accepted.

Original submission:

	Points and expectations (a total of 10 points per assignment)			
Scientific Concepts/ Overall Journal Content	Illustrates an inaccurate understanding of scientific concepts. 0 points	Some of the questions were addressed correctly **OR** only a few claims were supported with evidence. 1 point	Most questions were addressed/ some contained errors **OR** not all arguments/claims were supported with evidence. 3 points	Questions were interpreted properly. All questions were answered correctly. Content was properly explained with evidence to back up claims made. 5 points
Writing and analysis	Analysis is lacking AND the entry contains fewer than 300 words. 1 point	Analysis is incomplete but relates some concepts from learning materials **OR** entry is 300-400 words in length. 2 points	Analysis is limited **OR** entry is 400-500 words in length. 3 points	Analysis is thorough and relates concepts from the book and learning materials to answer the question **AND** the entry is at least 500 well-written words in length. 4 points
Spelling/Grammar	Assignment was not completed. 0 points	Typos are significant and impact understanding 0.25 points	Three-five spelling/grammar typos that do not impact understanding. 0.5 point	Fewer than three spelling/grammar typos that do not impact understanding. 1 point

*I accept assignments up to two days late with a 10% penalty per day. Journal entries that are one day late = -1 point or two days late= -2 points. No work is accepted after this extension. **All claims that backed up with references must be cited in APA format. Plagiarism is not accepted.**

ENVS 101 Debate Annotated bibliography

First, select a group in either the **non-renewable energy group list** (coal, nuclear, natural gas, petroleum) OR in the **renewable energy group list** (geothermal, hydroelectric, solar, and wind).

Students will need to prepare ahead of time for this debate. Do your research and be able to defend your industry. Students will be divided into groups (see above). Follow this guide to research your industry as well as the other industries in your category and be able to say that your group is better than the others in your category (categories within the non-renewable or renewable groups list). For example, if you are in the coal group, what makes coal better than nuclear, natural gas, and petroleum?

Include in your document:

- How much do your industry and others pollute the air? water? overall environment? (Think emissions of all sorts.)
- How costly are these energy sources?
- What is the energy return on investment comparison?
- What are the health effects on workers? How much do workers get paid?
- Is this source of energy plentiful? local? safe?
- Describe the benefits of your energy source and try to find negatives of the others as you are debating that your industry is better than the other three in class. You should come prepared to make your case against the other groups in class.

Each person should turn in an annotated bibliography of their research. It must be minimum of 3 pages with a minimum of 4 source summarized. Cite your sources in APA format (refer to the citation lesson for guidance on how to cite and avoid plagiarism). This needs to be your notes for the debate and must be written in your own words. Not copy/pasted from a source. SUBMIT BY April 25 at 11:59 pm.

The annotated bibliography is worth 10 pts and the group debate is worth 20 pts, for a total of 30 pts.

How to write an annotated bibliography:
Provide a full reference in APA format:

A summary of what you learned from that source and how you plan to use that source in your debate.

Provide a full reference in APA format:

A summary of what you learned from that source and how you plan to use that source in your debate.

Provide a full reference in APA format:

A summary of what you learned from that source and how you plan to use that source in your debate.

Provide a full reference in APA format:

A summary of what you learned from that source and how you plan to use that source in your debate.

Assignment: FoodPrint Analysis

Due Date: Please see the Assignment and Syllabus for Due Dates
Credit: This activity is worth 30 points, see Rubric for details.
A **FoodPrint** (food footprint) is the ecological footprint of the food we eat based on the way it is raised and brought to market. It includes the land area necessary for the production of the food and in the case of livestock, the production of the feed for those animals. For seafood it includes the oceans/lakes/rivers required to produce the food items. It also includes a measure of the land necessary to absorb the wastes produced in the production of the food, the manure, carbon dioxide (CO_2) from transportation, landfill space from packaging, etc. (EP@W, 2008)
Complete the activities below and submit your findings in a Word document attached to the Assignment in Blackboard. **Be certain to properly cite your sources in APA (Name, Year) format with a full references list at the end of your submission.**
To help you better understand this assignment, Read the article, *Food's Carbon Footprint* from nutritionist Jane Richards at GreenEatz.com (http://www.greeneatz.com/foods-carbon-footprint.html)

Part 1: Estimate your Ecological Footprint

- Go to the Global Footprint Network's Ecological Footprint Calculator: https://www.footprintcalculator.org/
- Complete the Quiz and find your Earth Overshoot date and the number of planets you need for your lifestyle.
- Then choose the See Details arrow to get more information.
- **Answer the following questions in a brief (2-3 sentences) paragraph:**
  1a) How many global hectares does just your food require?
  Compare this to the land area available per person on the planet.
  1b) Describe ways that you could reduce your Food Footprint?
  (*Be certain to cite your sources and use academic grammar and mechanics in your response*.)

Part 2: Your Personal Food Diary

- Choose a typical day in your week, one where you are working or attending school. Make a **complete** list of the items you **eat & drink** throughout that day. Create a table to help you organize your foods.
- List each food item and try to identify the actual amount of each food that you have consumed (including calories).
- List all the ingredients. Remember whole foods don't have ingredients, and some ingredients (i.e. mayonnaise) have additional ingredients within them.
- **Your food diary MUST include a *minimum* of 5 items and/or between 1000-2000 calories.*** There are a number of widely available apps for estimating the amount and caloric content of your food. **If you are under the care of a physician and have a calorie restricted diet*

please contact your instructor prior to turning in your Assignment for further instructions.

- This is an incomplete *EXAMPLE* of what Table 1 should look like.

Food Item	**Amount (g)**	**Ingredients:**
Granola bar	42g, 190 calories	whole grain oats, sugar, canola oil, dark chocolate chips (sugar, chocolate liquor, cocoa butter, soy lecithin, natural flavor), roasted peanuts, yellow corn flour, soy flour, peanut butter, brown sugar syrup, honey, salt, natural flavor, soy lecithin, baking soda (*package listing*)
apple	Medium ~50g, 75 calories	apple, Macintosh
Skim milk French Vanilla Swirl Iced Macchiato	24fl oz, 240 calories	Skim Milk; Brewed Espresso Coffee; French Vanilla Flavored Swirl Syrup: Sweetened Condensed Skim Milk, Sugar, High Fructose Corn Syrup, Water, Natural and Artificial Flavor, Potassium Sorbate (Preservative), Salt. (Dunkin Donuts, 2017)

If you need help creating a table in word (you can use excel if you want), here are a few resources:

- How to Make a Table On Microsoft Word
- Insert a table

Part 3: FoodPrint Analysis

Now that you have taken a long, hard look at the foods you actually eat, identify the impacts of these foods on our planet and your health. Generally, the less a food has to travel, the less CO_2 is produced. Foods produced by large, industrial farming practices tend to use more fertilizer, water, and pesticides. Fresh, sustainably grown, organic and local foods tend to have better nutrition than highly processed items.

For **each item** in your Food Diary:

1) Is the item a *whole* or a *processed* food?

2) Was the item *organically* or *industrially* grown? Include the evidence you have to support this

3) How far has the food traveled to get to your plate? These are your "food miles".

There are a number of online calculators to help you with this, or **you can use Google maps** to get the distance.

Example Food Miles calculators:

https://www.foodmiles.com/ [This one is based in the UK but you can select your home country and it will use Washington DC as your 'home' location.]

http://www.fallsbrookcentre.ca/cgi-bin/calculate.pl [This one is more comprehensive, but the results are more challenging to interpret.]

4) Multiply the miles traveled (from #3) by the CO_2 per mile conversion below to get your Carbon Footprint for that item. Remember this is an **estimate only** and that many additional factors come into play in the 'real world'.

If transported by car (locally): 0.65 lbs CO_2/mi

19.4 lbs CO_2 per gallon of gasoline (DOE, 2009) / 30mpg (my car's mpg) = 0.65 lbs CO_2 per mile

If shipped by truck: 3.7 lbs CO_2/mi 22.2 lbs CO_2 per gallon of diesel fuel (DOE, 2009) / 6 mpg (Geotab, 2019) = 3.7 lbs CO_2 per mile.

(This is the most common within the US, Canada & Mexico)

If shipped by air: 0.5 lbs CO_2/mi

(Carbon Fund, 2016)

If shipped by boat: 0.06 lbs CO_2/mi

(Carbon Fund, 2016)

5) What would be an example of a lower carbon footprint food?

Please note, you don't actually have to eat this food, it is a thought experiment. Unless you list a locally grown, organic, in-season fruit or vegetable, there will be a lower carbon option!!

This is an incomplete *EXAMPLE* of what Table 2 should look like:

Food Item	**1) Whole or Processed**	**2) Organic or Industrial**	**3) Food Miles (mi)**	**CO2 conversion factor (lbs /mi)**	**4) Estimated Carbon Footprint (lbs CO_2)**	**5) Lower carbon alternative?**
Granola bar	Processed	Industrial	607	3.7	2,246	Locally grown oatmeal
Apple	Whole	Organic (label)	20	0.65	13	This is a locally grown in season fruit.
Dunkin Iced Coffee	Processed	Industrial	Coffee: 2,396 (Bogota, Columbia) Cream: 988 (Wisconsin)	0.06 3.7	144 + 3657 = 3800 total	Water from the tap

**Note that this is a SAMPLE, you must complete Table 2 for each item in Table 1.

Be certain to properly cite your sources in APA format with a full references list at the end of your submission.

Part 4: Conclusions

Please respond to the questions below in a short essay (2-3 well-written paragraphs) that uses Standard Written English and is properly cited in APA (Name, Year) format. The target

audience for this essay is a fellow student that is not taking ENVS and does not have a science background, therefore the content should be clear and easy to comprehend without a scientific background. Each paragraph should contain at least 5 sentences and thoroughly answer the questions below. Paragraphs contain a thesis statement, and the body of the paragraph is related to that initial statement.
How to write a thesis statement: https://www.scribbr.com/academic-essay/thesis-statement/

- What have you learned about your personal FoodPrint in terms of both health and ecological impacts from this activity?
- What factors contribute most to your food choices?

- Explain what impacts would be reduced buying more local foods?
- Would you be willing to make changes to your diet based on these results? Why or why not?

- What resources exist to enable you to purchase locally grown foods in Baltimore? Provide at least two (2) locations where you could purchase these foods.
- Describe any programs that exist in our area that would enable a person of limited income to get better access to healthy food choices. (This will require research; be sure to cite your sources.)

References:

Carbon Fund. (2016). How we calculate. Retrieved from https://carbonfund.org/how-we-calculate/

Department of Energy (DOE). (2009). Fact#576: Carbon dioxide from Gasoline and Diesel Fuel. Vehicle Technologies Office. Retrieved from https://www.energy.gov/eere/vehicles/fact-576-june-22- 2009-carbon-dioxide-gasoline-and-diesel-fuel

Dunkin Donuts. (2017). Iced macchiato. Retrieved on May 26, 2017 from

https://www.dunkindonuts.com/en/food-drinks/iced-drinks/iced-macchiato

EP@W Publishing, LTD. (2017). Sustainable Food: Food footprint – what it means. Retrieved May 26, 2017 from http://sustainablefood.com/Foodfootprint-What.htm

Geotab. (2019). The State of Fuel Economy in Trucking. Retrieved from https://www.geotab.com/truck- mpg-benchmark/

Richards, J. (n.d.). Food's Carbon Footprint. Retrieved May 26, 2017 from

http://www.greeneatz.com/foods-carbon-footprint.html

ENVS 101 Foodprint Analysis Rubric:

	Points and expectations (a total of 30 points)			
Table columns and content	Tables were not completed OR Are mostly incorrect. 0 points	Many errors in the tables. OR Tables missing content in three or more columns. 2 points	Most of the content within the tables are correct with some errors. OR Tables are missing content in two columns. 4.5 points	All tables are completely finished and answers for all columns are there and correct. Carbon miles and carbon footprint are reasonable based on food type. 7 points
Specific Content on Table 1		Only a few items or food amounts are listed. 1 point	Most ingredients and food amounts are listed **OR** are just short of the minimum calorie requirement. 2 points	Table lists all food consumed in a day with the minimum requirements of calories in the instructions **AND** ingredients and amounts are all there. 3 points
Specific Content on Table 2	Tables were not completed. 0 points	Lower carbon footprint alternatives were not appropriate (would not lower the footprint). 0 points	Lower carbon footprint alternatives were vague. 1 point	Lower carbon footprint alternatives were well thought out and reasonable. 2 points
Table Units	Missing units or incorrect units are given. 0 points	N/A	N/A	Numbers are on tables with corresponding units. 2 points
Scientific Concepts/ Content	Illustrates an inaccurate understanding	Some of the questions were addressed correctly **OR** only	Most questions were addressed/ some contained errors **OR** not all	Questions were interpreted properly. All questions were

	of scientific concepts. 0 points	a few claims were supported with evidence. 1 point	arguments/claims were supported with evidence. 3 points	answered correctly. Content was properly explained with evidence to back up claims made. 5 points
Analysis and writing	Analysis is lacking 0 points	Analysis is incomplete. OR **Missing two of the following:** discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income 1 point	Analysis is limited. OR **Missing one of the following:** discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income 3 points	Analysis is thorough **and** discusses environmental impacts of food choices **and** ways to reduce this impact **and** does research on places to get whole foods to lower income communities. The analysis in part 4 must be in an essay format. In 2-3 well written paragraphs. 5 points
Spelling/Grammar	Assignment was not completed. 0 points	Typos are significant and impact understanding 0.5 points	Three-five spelling/grammar typos that do not impact understanding. 1 point	Fewer than three spelling/grammar typos that do not impact understanding. 2 points
In-text citations on tables	References for the tables are *not* in APA format.	N/A	In-text citations are missing from the tables, but full references are in APA format at the end of the paper for appropriate resources.	Used in-text citations and full references at the end of the paper in APA format for appropriate resources used within the tables.

	0 points		1 point	2 points
References ****Any work that is missing the references is considered plagiarism and will not be accepted.**	References are *not* in APA format **AND** are *not* appropriate (reliable) resources. 0 points	References are *not* in APA format **OR** are *not* appropriate (reliable) resources. 0.5 points	In-text citations are missing but full references are in APA format for appropriate resources. 1 point	Used in-text citations and full references in APA format for appropriate resources used within the writing. 2 points

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ENVS 101 Foodprint Analysis Rubric: Peer reviewer rubric

	Points and expectations (a total of 15 points)			
	0 points	**0.5 points**	**1 point**	**2 points**
Table columns and content	Tables were not completed OR Are mostly incorrect.	Many errors in the tables. OR Tables missing content in three or more columns.	Most of the content within the tables are correct with some errors. OR Tables are missing content in two columns.	All tables are completely finished and answers for all columns are there and correct. Carbon miles and carbon footprint are reasonable based on food type.
Specific Content on Table 1		Only a few items or food amounts are listed.	Most ingredients and food amounts are listed **OR** are just short of the minimum calorie requirement.	Table lists all food consumed in a day with the minimum requirements of calories in the instructions **AND** ingredients and amounts are all there.

Specific Content on Table 2	Tables were not completed.	Lower carbon footprint alternatives were not appropriate (would not lower the footprint).	Lower carbon footprint alternatives were vague.	Lower carbon footprint alternatives were well thought out and reasonable.
Table Units	Missing units or incorrect units are given.	N/A	Numbers are on tables with corresponding units.	N/A
Scientific Concepts/ Content	Illustrates an inaccurate understanding of scientific concepts.	Some of the questions were addressed correctly **OR** only a few claims were supported with evidence.	Most questions were addressed/ some contained errors **OR** not all arguments/claims were supported with evidence.	Questions were interpreted properly. All questions were answered correctly. Content was properly explained with evidence to back up claims made.
Analysis and writing	Analysis is lacking	Analysis is incomplete. OR **Missing two of the following:** discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income	Analysis is limited. OR **Missing one of the following:** discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income	Analysis is thorough **and** discusses environmental impacts of food choices **and** ways to reduce this impact **and** does research on places to get whole foods to lower income communities. The analysis in part 4 must be in an essay format. In 2-3 well written paragraphs.
Spelling/Grammar	Assignment was not completed.	Typos are significant and impact understanding	Three-five spelling/grammar typos that do not	Fewer than three spelling/grammar typos that do not

			impact understanding.	impact understanding.
In-text citations on tables and References ****Any work that is missing the references is considered plagiarism and will not be accepted.**	References for the tables are *not* in APA format. References are *not* in APA format **AND** are *not* appropriate (reliable) resources.	References are *not* in APA format **OR** are *not* appropriate (reliable) resources.	In-text citations are missing from the tables, but full references are in APA format at the end of the paper for appropriate resources. In-text citations are missing but full references are in APA format for appropriate resources.	Used in-text citations and full references at the end of the paper in APA format for appropriate resources used within the tables. Used in-text citations and full references in APA format for appropriate resources used within the writing.

Suggestions and comments for your classmates below.

Suggestions for improvement in writing (scientific concepts and ideas):

Suggestions for improvement in writing (spelling and grammatical errors):

Suggestions for improvement on content within the assignment tables:

ENVS 101 Foodprint Analysis Rubric:

	Points and expectations (a total of 30 points)			
Table columns and content	Tables were not completed OR Are mostly incorrect.	Many errors in the tables. OR Tables missing content in three or more columns.	Most of the content within the tables are correct with some errors. OR Tables are missing content in two columns.	All tables are completely finished and answers for all columns are there and correct. Carbon miles and carbon footprint are

	0 points	2 points	4.5 points	reasonable based on food type. 7 points
Specific Content on Table 1		Only a few items or food amounts are listed. 1 point	Most ingredients and food amounts are listed **OR** are just short of the minimum calorie requirement. 2 points	Table lists all food consumed in a day with the minimum requirements of calories in the instructions **AND** ingredients and amounts are all there. 3 points
Specific Content on Table 2	Tables were not completed. 0 points	Lower carbon footprint alternatives were not appropriate (would not lower the footprint). 0 points	Lower carbon footprint alternatives were vague. 1 point	Lower carbon footprint alternatives were well thought out and reasonable. 2 points
Table Units	Missing units or incorrect units are given. 0 points	N/A	N/A	Numbers are on tables with corresponding units. 2 points
Scientific Concepts/ Content	Illustrates an inaccurate understanding of scientific concepts. 0 points	Some of the questions were addressed correctly **OR** only a few claims were supported with evidence. 1 point	Most questions were addressed/ some contained errors **OR** not all arguments/claims were supported with evidence. 3 points	Questions were interpreted properly. All questions were answered correctly. Content was properly explained with evidence to back up claims made. 5 points
Analysis and writing	Analysis is lacking	Analysis is incomplete. OR	Analysis is limited. OR	Analysis is thorough **and** discusses

	0 points	**Missing two of the following:** discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income 1 point	**Missing one of the following:** discusses environmental impacts of food choices **or** ways to reduce this impact **or** does research on places to get whole foods to lower income 3 points	environmental impacts of food choices **and** ways to reduce this impact **and** does research on places to get whole foods to lower income communities. The analysis in part 4 must be in an essay format. In 2-3 well written paragraphs. 5 points
Spelling/Grammar	Assignment was not completed. 0 points	Typos are significant and impact understanding 0.5 points	Three-five spelling/grammar typos that do not impact understanding. 1 point	Fewer than three spelling/grammar typos that do not impact understanding. 2 points
In-text citations on tables	References for the tables are *not* in APA format. 0 points	N/A	In-text citations are missing from the tables, but full references are in APA format at the end of the paper for appropriate resources. 1 point	Used in-text citations and full references at the end of the paper in APA format for appropriate resources used within the tables. 2 points
References ****Any work that is missing the references is considered plagiarism and will not be accepted.**	References are *not* in APA format **AND** are *not* appropriate (reliable) resources. 0 points	References are *not* in APA format **OR** are *not* appropriate (reliable) resources. 0.5 points	In-text citations are missing but full references are in APA format for appropriate resources. 1 point	Used in-text citations and full references in APA format for appropriate resources used within the writing. 2 points

*I accept assignments up to two days late with a 10% penalty per day. Assignments that are one day late = -3 point or two days late= -6 points. No work is accepted after this extension. **All claims that backed up with references must be cited in APA format. Plagiarism is not accepted. References and in-text citations are required.**

Final Pedagogical Reflective Statement
Cristina Cardona
Writing Fellows SP Training

In ENVS 101 courses, it is evident that many students struggle to write well-written college level essays and assignments. Yet, I get caught up trying to correct their grammar and spelling or instructing them on the proper way to cite their sources, because I want students to learn skills that are applicable in all subjects. Particularly because most of my students are not science majors and are taking the course to fulfil a general education requirement. But simply providing feedback on large assignments and asking them to proofread their work before submitting it is not enough. As a result of the Writing Fellows Program, I have reexamined my writing assignment instructions and rubrics, and considered implementation of scaffolding in-class activities including peer-review.

This year, I created weekly journal entries for the *Humanities for All* infusion project and used an annotated bibliography as scaffolding activities to help students prepare for larger assignments. Although I had already created rubrics and clear instructions for these assignments, as part of these workshops I updated my rubrics to include expectations like "the analysis in part 4 must be in an essay format" and included missing details such as the audience of the paper/analysis within the instructions. Even though some of these instructions were already within the assignment(s), including the essay format criterion in the rubric shows

students how they will be graded if expectations are not met. I think this will be the most helpful element to overcome challenges in improving student writing.

There is always room for improvement; I plan to update and expand on my informal writing assignments. I will include more in-class practice activities and peer-review of assignments. By grading the peer-review itself, I hope to encourage students to provide more thorough and constructive feedback to their peers. My hope is that I will be able to see the benefits of these practices and increased time spent on providing feedback on overall course outcomes.