Introduction to Environmental Science

EVR2001 – Online Asynchronous (Dual Enrollment) – 3 credit hours
Class # 18543 (Section DUEG)
Spring Semester 2026

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Drop-In Zoom Hours: TBA, or by appointment

We are here for you! Please don't hesitate to ask for assistance!

This section of EVR2001 is 100% asynchronous, meaning all course materials are pre-recorded. There are no live class meetings, and therefore no attendance requirement. It is not a self-paced course, however - we have a course schedule with specific deadlines and due dates.

Course Description

This course is a survey of basic chemical, biological, and physical principles of environmental science and their applications to environmental issues. This course is appropriate for students in a wide range of disciplines or programs.

Course Overview and Purpose

Environmental Science is an interdisciplinary academic field that integrates physical, biological, and social sciences for the study of environmental systems, processes, constraints, and problems. Throughout history, nature has contributed to shaping human cultures. In turn, a growing human population and continued economic and technological development subjects Earth's environments to many stresses, in some cases threatening their persistence and often resulting in undesirable consequences for humanity. The interdependence of physical, biological, socioeconomic, and cultural aspects in shaping contemporary environments lies at the heart of environmental science.

This general education course will introduce you to environmental science as an academic field to improve your environmental literacy while developing skills in scientific reasoning, interdisciplinary thinking and analysis of complex social-ecological issues. Heavy emphasis is placed on comparing international perspectives on environmental problems and solutions to highlight the important role of culture in environmental matters.

Prerequisites

None

Required Textbook

William P. Cunningham and Mary Ann Cunningham. Environmental Science: A Global Concern. 16th Edition (All Access eBook). 2023.
NOTE – You must acquire the book via UF's All Access program for compatibility with the course.

EVR2001 is an Affordable UF course. Our course textbook is available as an eBook through UF All Access at a heavily discounted price. See https://businessservices.ufl.edu/services/uf-bookstore/uf-all-access/ for information and support. Please note: It may take several days after the start of the semester for you to receive access to the textbook. That is okay; just complete any assigned readings as soon as you get it.

Required Technology, Minimum Technical Skills, and Digital Literacy

You need to have access to a personal computer or laptop with a working webcam and microphone in order to access all features of the course, including the Canvas site and to participate in online office hours. A cell phone or tablet is not an acceptable substitute. Broadband internet access is required. Proctoring services are provided by Honorlock. You are expected to review the Honorlock system requirements and use their compatibility tool before the end of the drop/add period by visiting https://honorlock.com/support/ and scrolling down to the *Simple Single-Click Test* section of that page. The student guide to testing with Honorlock can be accessed via https://static.honorlock.com/assets/2017/students/HonorlockGuidelines.pdf.

If you do not wish to install Honorlock on your computer, you may reserve proctoring booths at Library West instead. See https://librarywest.uflib.ufl.edu/spaces/study-spaces-in-library-west/proctored-online-testing-booths/ for details.

To complete your tasks in this course, you will need the following technical skills:

- Using the Canvas learning management system
- Communicating via Email/Canvas Inbox
- Creating and submitting files in commonly used office productivity software, including word processing and presentation software
- Recording and sharing videos via webcam
- Using web conferencing tools and software, such as Zoom

This course has a minimum level of expected digital literacy. These skills will be reviewed at the beginning of the course:

- Using online libraries and databases to locate and gather scientifically appropriate information
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
- Analyzing digital information for credibility, currency, and bias
- Properly citing information sources

General Education Objectives and Student Learning Outcomes

This course is a physical (P)/biological (B) sciences as well as International (N) subject area course in the UF and Florida State Core General Education Programs. See https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/ . A minimum grade of C is required for general education credit.

Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

Physical science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the physical sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern physical systems. Students will formulate empirically-testable hypotheses derived from the study of physical processes, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

The general education objectives will be accomplished in the context of this course through the following course objectives:

1) Students will apply critical thinking to analysis and interpretation of environmental information and model output.
2) Students will apply the scientific method to explain natural experiences and phenomena.
3) Students will explain the basic chemical, biological, and physical principles of environmental science.
4) Students will use empirical evidence to describe the historical and modern context of environmental problems and their solutions.

Module-specific learning objectives are included in each lecture presentation, available through Canvas.

At the end of the course, students will have achieved the following student learning outcomes (SLOs) in content, communication, and critical thinking:

Category: Content
Institutional Definition: Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.
Institutional SLO: Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
Assessment: 1.} (B, P) Students will identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method in environmental science. They will identify, describe, and explain the major scientific developments within the subject area and the impacts on society and the environment. They will identify, describe, and explain relevant processes that govern biological and physical systems within the subject area.

Implementation: Through lecture, discussion, readings, and activities, students will acquire knowledge of the physical and biological structures and processes that shape Earth's ecosystems, natural resources, and environmental issues.

Assessment: Achievement of these learning outcomes will be assessed through Playposit interactions, reflection assignments, and quizzes.

2.} (I) Students will identify, describe, and explain the historical, cultural, economic, political, and/or social experiences that characterize the contemporary world.

Implementation: Through lecture, discussion, readings, and activities, students will acquire knowledge of how Earth's ecosystems, natural resources, and environmental issues vary by geographic location, and how they are differently impacted by humanity in various cultural contexts.

Assessment: Achievement of these learning outcomes will be assessed through Playposit interactions, reflection assignments, the international case assignments, and quizzes.

Category: Critical Thinking

Institutional Definition: Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.

Institutional SLO: Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.

Assessment: 1.} (B, P) Students will formulate testable hypotheses derived from the study of physical processes or living things within the subject area. They will apply logical reasoning skills through scientific criticism and argument within the subject area. They will apply techniques of discovery and critical thinking effectively to solve experiments and to evaluate outcomes.

Implementation**:** Critical thinking is key to understanding the complex social-ecological systems that shape our planet, and required to gain tangible skills needed to apply scientific principles necessary to address contemporary and emerging environmental issues. A key part of critical thinking in science is the formulation of hypotheses and applying sound methodologies to observationally or experimentally support or reject these hypotheses. These skills will be taught to students through lecture and reading materials, and applied through discussion, activities, and assignments.

Assessment: Achievement of this learning outcome will be assessed through multiple means. Students will work with physical, biological, and hybrid datasets for hypothesis formulation and testing as part of one or more assignments. The international capstone essay prompts students to apply critical thinking skills to propose biologically and physically possible, economically feasible, and culturally appropriate solutions to environmental problems. This is also assessed on the weekly reflection assignments throughout the course.

2.} (I) Students will analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

Implementation**:** Students will compare and contrast course concepts as they apply to international case studies to highlight commonalties and key differences in how environmental problems arise

and are addressed in different cultural and socioeconomic contexts. These case studies are part of the weekly curriculum and will be explored through lecture, discussion, and activities.

Assessment: Through the international case assignments, students will critically evaluate international environmental topics. Several lecture videos also have an international focus.

Category: Communication

Institutional Definition: Communication is the development and expression of ideas in written and oral forms.

Institutional SLO: Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

Assessment: 1.} (B, P, I) Students will communicate scientific knowledge, thoughts, and reasoning clearly and effectively.

Implementation: Being able to communicate scientific concepts clearly is an essential skill. This includes the ability to communicate scientific and social aspects of environmental issues.

Assessment: Achievement of this learning outcome will be assessed through students' reflection and international case assignments.

Course Structure

EVR2001 consists of 12 content modules, each dedicated to an environmental topic. In general, you will move through each of these modules in the following sequence:

1. Complete assigned readings for important background information and context.
2. Watch the pre-recorded lecture materials to expand on the read material.
3. Reflect on the module's content through engaging in end-of-module activities.

Grading Policies

Information on current UF grading policies for assigning grade points can be found at https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/. A minimum grade of C is required for general education credit.

Grading scale

The final grade for this course is based on a 1000-point scale and will be weighted as follows:

Grade	Points	Percent	Grade	Points	Percent
A:	930.0 or higher	93.0% or higher	C:	730.0 to < 770.0	73.0 to < 77.0%
A-	900.0 to < 930.0	90.0 to < 93.0%	C-	700.0 to < 730.0	70.0 to < 73.0%
B+:	870.0 to < 900.0	87.0 to < 90.0%	D+:	670.0 to < 700.0	67.0 to < 70.0%
B:	830.0 to < 870.0	83.0 to < 87.0%	D:	630.0 to < 670.0	63.0 to < 67.0%
B-	800.0 to < 830.0	80.0 to < 83.0%	D-	600.0 to < 630.0	60.0 to < 63.0%
C+:	770.0 to < 800.0	77.0 to < 80.0%	E:	< 600.0	< 60.0%

Grade Component	Points	Percentage
Class Orientation Assignments	30	3.0%
PlayPosit Lecture Video Playlists (12 × 12.5 points)	150	15.0%
Perusall Textbook Annotations (12 × 10 points)	120	12.0%
Quizzes (5 × 70 points*)	350	35.0%
International Case Studies (2 x 100 points)	200	20.0%
Personal Reflections (3 x 50 points)	150	15.0%
Total	**1000**	**100%**

*There are six quizzes during the term, each worth 70 points. Of these, your lowest score will be dropped from your final grade. If you miss a quiz for an excused absence, you will have the opportunity to make it up during the class's scheduled final exam time slot at the end of the semester.

Class Orientation Assignments: There will be an orientation quiz during the first week of the semester to ensure that you understand important rules specified in this syllabus and are able to identify proper methods of citation. This quiz will be on Canvas and may be retaken an unlimited number of times up to the deadline until you are satisfied with your score. You will also complete an introductory discussion post and practice assignments to become comfortable with the technologies the class will use.

PlayPosit Lecture Video Playlists: Lecture videos in this course are presented in a playlist in each module, requiring you to move through each lecture sequentially at your own pace. Each of the modules in class will require you to complete a series of PlayPosit interactions (similar to quiz questions) as you watch the lecture content for that module. Grading is based on the number of correct answers, and you are required to watch each lecture video to its end for your grade to be recorded.

Perusall Textbook Annotations: Each module will have assigned reading from our textbook. You will complete this reading in the Perusall platform, which allows you to annotate and take notes digitally as you read. You will be required to take notes and make a minimum number of annotations for each module's reading to earn credit for these assignments. This task is intended to help incentivize you to take more active and useful notes as well as to help you study for quizzes effectively.

Quizzes: There are six 20-minute multiple choice quizzes during the semester that will assess your comprehension of course content. Grading is based on the number of correct answers. Quizzes are proctored by Honorlock. Your lowest score will be dropped from your final grade.

International Case Studies: At the mid-point and end of the semester, you will complete larger activities engaging with current environmental events occurring in international locations, assessing how topics covered in class manifest in the current events and interact with each other in real-world contexts. Each of these assignments will be split into two parts, beginning with conducting research to assemble a bibliography of sources to be used for the assignment, followed by the activity itself. These assignments are graded through a rubric that is posted with the assignment instructions on Canvas. Citations and references are required in APA 7th edition format. Direct quoting of sources is not allowed.

Personal Reflections: At three points in the course, you will complete short activities engaging with module content and evaluating how it might relate to your own life. Grading criteria will be provided on Canvas along with instructions for each activity. Citations and references are required in APA 7th edition format unless otherwise stated in an assignment's instructions. Some of these activities include discussions with your classmates; because your classmates' ability to complete their work depends on your timely posting,

Discussions may not be submitted for late credit. Exceptions will not be made to this policy without an excused absence.

Specific grading criteria for each assignment will be provided on Canvas. You are responsible for maintaining duplicate copies of all work submitted in this course until the end of the semester. In case of a grading dispute, you must notify your instructor via email within one week of the date the grade is posted. It is your responsibility to verify that all assignments are successfully uploaded to Canvas. Missing, corrupt, or incompatible files may result in grade penalties up to a score of zero for the assignment.

Course Policies

Course-Specific Attendance Policy
There are no regularly scheduled class meetings for this section of EVR2001. There are, however, scheduled quizzes. Missing these will incur a score of zero unless you can provide evidence that the assessment was missed due to an excusable reason.

Excusable reasons:

- In case of illness, upon receipt of a doctor's note or equivalent, or by following the procedure outlined here: https://care.dso.ufl.edu/instructor-notifications.
- In case of religious holidays, by informing your instructor via email at least one week ahead of time.
- In case of military duty, jury duty, participation in academic conferences, or participation in official university or UAA events, by providing appropriate evidence at least one week ahead of time.
- In case of family emergencies or other extenuating circumstances, by following the procedure outlined here: https://care.dso.ufl.edu/instructor-notifications.
- In all other cases, or if you are unsure, please email your instructor as soon as feasible. Absences are generally not excused for non-emergency travel and vehicle problems.

You are still responsible for turning assignments in on time unless an extension has been requested via email and approved by your instructor prior to the deadline. In case of true documented emergencies, the instructor may waive this requirement.

Make-up Policy
Exams and individual assignments missed for excusable reasons (see Course-Specific Attendance Policy) can be made up, whereas group assignments will be waived. Instructors reserve the right to offer an alternate format make-up exam. For absences excused ahead of time, your instructor will develop a make-up plan and schedule. In case of documented illnesses or emergencies, arrangements for completing make-up exams or assignments should be made upon return to class. If experiencing truly extenuating circumstances resulting in longer absences, please notify your instructor as soon as possible to develop a plan to make up missed work. Missed extra credit opportunities cannot be made up. Unfortunately, we are unable to accept assignment do-overs (resubmissions for a higher score) in this class.

Late Work
You are responsible for turning assignments in on time unless an extension has been requested via email prior to the deadline. In case of true documented emergencies, we may waive this requirement. Technical difficulties are not an excuse for missing an assessment or assignment; you should have contingency plans in case any such issues arise. We recommend storing your documents on a cloud service that can be accessed from any device (OneDrive is free to UF students), and having a plan for internet outages (such as identifying a source for public WiFi near you or using through your cell phone's mobile hot spot function). Try not to wait until the last minute to submit assignments!

Assignments submitted between one and four days late will incur a penalty of 10% of the possible points per day. Work submitted more than four days late will be assigned a score of zero. Because your timely participation in discussion assignments directly impacts your classmates' abilities to complete their own work, discussion-based assignments are not accepted late.

We highly recommend starting work on assignments early to preclude unexpected emergencies or late-semester stress from compromising your grade. Deadline extensions may be available on certain assignments if requested ahead of time via email, but must be justified. If extended deadlines are not met, late penalties will be assessed based on the original, not the revised due date!

Finally, please do not wait until the end of the semester to discuss problems with the course material or performance in class. Your performance and success are important to the EVR2001 instructional team, the College of Agricultural and Life Sciences, and University of Florida, so please contact your instructor to discuss your concerns as soon as they arise.

Grading Disputes
Grading in EVR2001 is based on how well you were able to apply the learned material as outlined by assignment-specific rubrics and the student learning objectives listed in the syllabus. In case of a grading dispute for any reason, you should notify your instructor via email within one week of the date the grade is posted to Canvas; work in this class is iterative and we expect you to review your feedback in a timely manner to learn and improve from it. In the case of any grade disputes, please include an explanation of what specific aspect of your grade you disagree with.

End-of-semester requests for grade bumps, assignment do-overs, additional extra credit, etc. will be denied.

Artificial Intelligence (AI) Statement
Artificial Intelligence is an amazing new technology that is revolutionizing the way we access and process information, just like computers, the internet, and mobile phones did in prior decades. AI can be a useful tool to aid (but NOT replace) writers when brainstorming, spellchecking, and editing. **However, all work submitted for credit in this class must be your own. Using AI to generate *content* for you, including but not limited to copying & pasting AI output in whole or part into work submitted for this class** (even if you subsequently edit or paraphrase the AI output), **constitutes academic dishonesty unless explicitly permitted by the instructor as part of the written assignment instructions.**
If you use any AI application for any part of an assignment (including brainstorming ideas or editing), you must state so as part of your submission and include the entire prompt(s) that you used with the AI tool(s) as part of your submission (below your list of references); **failure to do so will be considered academic dishonesty.**

Students should be cognizant that large language models (LLMs) and similar AI applications are not credible sources and should not be used as such. They are also ill-suited for finding scholarly sources. Further, many web sites, online services, and software packages (e.g. Grammarly, Canva, many word processors) now feature AI integrations. These policies apply to these services the same way that they do for LLMs. It is your responsibility to determine if any tools you use contain AI components, and if so, disclose use of that AI. AI-generated images may not be used unless expressly approved in writing by your instructor for a specific assignment.

Office Hours
Please take advantage of office hours to discuss any questions or concerns. Contact your teaching assistant for basic questions, help with assignments, and clarifications regarding grades and feedback. Contact your instructor regarding absences, grading disputes, concerns about other students, and any other issues. If you cannot be present for the regularly scheduled office hours, we will attempt to accommodate you at an alternate time.

Course Communications
The preferred way to get in touch with your instructor or TA outside of office hours is via Canvas message or direct email from your official UF email account. **Emails from outside providers, like Gmail, are not considered secure by UF's Information Technology offices and will appropriately be ignored to protect student privacy.** University policy dictates that grades cannot be discussed via email, so if you have a grade-specific question, you should ask it during office hours. You can expect a response within 24-48 hours on business days. All students are expected to check the course web site on Canvas (http://elearning.ufl.edu) each weekday. In addition, we may send specific communications directly to your UF email, which you should check daily as well. **You should enable Canvas notifications for this class, so that you are notified immediately about grading, assignment feedback, due date changes, announcements, etc.**

External Communication
You may use GroupMe or similar tools to communicate with other students about the class and environmental science-related topics. **You may not, however, discuss quiz and exam questions/answers with others, including quizzes and exams from the current or prior semesters, or collaborate on any assignments intended to be worked on individually.** Doing so constitutes academic dishonesty.

Canvas Display Name Change
Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Software Use
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Technical Difficulties
For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at http://helpdesk.ufl.edu .
352-392-HELP (4357)
Walk-in: HUB 132

While technical difficulties are not generally an acceptable excuse, any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time

and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
  - Adobe Privacy Policy
  - Adobe Accessibility
- Honorlock
  - Honorlock Privacy Policy
  - Honorlock Accessibility
- Instructure (Canvas)
  - Instructure Privacy Policy
  - Instructure Accessibility
- Microsoft
  - Microsoft Privacy Policy
  - Microsoft Accessibility
- Perusall
  - Perusall Privacy Policy
  - Perusall Accessibility
- PlayPosit
  - PlayPosit Privacy Policy
  - PlayPosit Accessibility
- YouTube (Google)
  - YouTube (Google) Privacy Policy
  - YouTube (Google) Accessibility
- Zoom
  - Zoom Privacy Policy
  - Zoom Accessibility

Academic Policies and Resources

Academic policies for this course are consistent with university policies.
See **https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/**

Netiquette and Communication Courtesy

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines

When communicating online, you should always:

- Treat your instructor and TAs with respect, even via email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof.

- Unless specifically invited, don't refer to a professor by their first name. Calling your TAs by their first name is fine.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 11 or 12 font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

Email

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line including the name of the class
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "Forward" button.

Discussion Boards

When posting on the discussion board in your online class, you should:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.
- Say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.

When posting:

- Make posts that are on-topic and within the scope of the course material.
- Be sure to read all messages in a thread before replying.
- Be as brief as possible while still making a thorough comment.
- Don't repeat someone else's post without adding something of your own to it.
- Take your posts seriously. Review and edit your posts before sending.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.
- If you reply to a classmate's question make sure your answer is correct; don't guess.
- Always be respectful of others' opinions even when they differ from your own.

- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Do not write anything sarcastic or angry; it always backfires.
- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

Zoom

When attending a Zoom class or meeting, you should:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
- Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Campus Helping Resources

Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

Course Outline

Course Alterations

Due to unforeseen circumstances or to enhance class learning opportunities, it may be necessary to alter the information given in this syllabus during the semester. Such changes are not unusual, should be expected, and will be posted to Canvas. It is your responsibility to keep up with any syllabus changes.

	Module Topic & Description	Textbook Reading	Assignments	Due Date
0	**Orientation** Introduction to Course Structure	None	Course Orientation Quiz Practice Assignments	Jan 16
1	**Understanding the Global Environment** Introduces the field of environmental science and the scientific method as a form of inquiry	Ch 1 (pp. 8-32) Ch 2 (pp. 33-47)	Module 1 PlayPosits Module 1 Perusall Personal Reflection 1	Jan 22 Jan 22 Jan 23
2	**Geology and Biogeochemisty** This module will help us better understand the basics of how energy flows and matter cycles through the Earth's systems and prepare us for a more detailed exploration of those systems	Ch 3 (pp. 50-57, 64-69 only) Ch 14 (pp. 303-307 and 314-320 only)	Module 2 PlayPosits Module 2 Perusall	Jan 29 Jan 29
	QUIZ 1			Jan 30
3	**Ecosystems** This module's content will be all about the fascinating world of ecology, one of the foundational aspects of environmental science. This module will help you understand the ways we organize life as we study it, and we will begin to examine interactions across different scales.	Ch 3 (pp. 57-59 only) Ch 4 (pp. 71-96) Ch 5 (pp. 99-106 and 112-113 only)	Module 3 PlayPosits Module 3 Perusall International Bibliography 1	Feb 5 Feb 5 Feb 6
4	**Biodiversity** How come there are so many unique species that we share our planet with, and how do scientists catalog and make sense of all of this biological diversity? How do people interact with these species, and is there really a large biodiversity loss problem facing Earth today?	Ch 4 (pp. 73-80 only) Ch 11 (pp. 226-249) Ch12 (pp. 250-273)	Module 4 PlayPosits Module 4 Perusall	Feb 12 Feb 12
	QUIZ 2			Feb 13

5	**Population Dynamics & Human Geography** As we previously learned, environmental impact is measured as a combination of a population's size, affluence, and technological capabilities. Our focus in this module will be on understanding these issues further, including a specific focus on population dynamics, especially human demography and human population growth.	Ch 6 (pp. 116-130) Ch7 (pp. 131-151)	Module 5 PlayPosits Module 5 Perusall International Case 1	Feb 19 Feb 19 Feb 20
6	**Energy** Few human activities have as far-reaching environmental consequences as energy use. In this module, we will explore the different technologies that power the modern world and evaluate them in terms of their ecological, human health, and economic dimensions.	Ch 14 (pp. 307-314 only) Ch 19 (pp. 427-449) Ch 20 (pp. 450-475)	Module 6 PlayPosits Module 6 Perusall	Feb 26 Feb 26
	QUIZ 3			Feb 27
7	**Water** Water – it's a substance we usually don't think twice about because we interact with it daily for so many purposes. But did you know that water is a fairly unusual liquid and one of the most likely candidates for future resource shortages?	Ch 5 (pp. 106-112 only) Ch 17 (pp. 378-401) Ch 18 (pp. 402-426)	Module 7 PlayPosits Module 7 Perusall Personal Reflection 2	Mar 5 Mar 5 Mar 6
8	**Air and Air Pollution** Earth's atmosphere is crucial in maintaining conditions that allow life to thrive. Humans are modifying the atmosphere through the emission of air pollutants and greenhouse gases. This module discusses the impacts air pollutants have on human and environmental health.	Ch 15 (pp. 325-329) Ch 16 (pp. 351-377)	Module 8 PlayPosits Module 8 Perusall	Mar 12 Mar 12
	QUIZ 4			Mar 13
9	**Solid Waste** Garbage, trash, refuse, waste – whatever you call it, our world is dealing with an ever-increasing amount of solid waste accumulating every year. Managing waste is an increasingly important environmental problem. In this module, we will explore this topic and draw relationships to content from multiple previous modules in class.	Ch 21 (pp. 476-496)	Module 9 PlayPosits Module 9 Perusall International Bibliography 2	Mar 26 Mar 26 Mar 27

10	**Soils and Agriculture** This module looks at how humans provide sustenance for the growing global population and some of the negative environmental impacts of modern industrialized agriculture.	Ch 9 (pp. 177-196) Ch 10 (pp. 197-225)	Module 10 PlayPosits Module 10 Perusall	Apr 2 Apr 2
	QUIZ 5			Apr 3
11	**Climate Change** Climate change is a complex, global-scale environmental crisis with far-reaching consequences for people and ecosystems. This module breaks down Earth's climate system, drivers that can cause Earth's climate to change, impacts of human-caused climate change, and international climate change policy.	Ch 15 (pp. 329-349 only)	Module 11 PlayPosits Module 11 Perusall International Case 2	Apr 9 Apr 9 Apr 10
12	**Environmental Economics** Our final module illustrates the confluence of several previous class topics. It focuses on environmental economics, touching upon the monetization and valuation of several topics we have previously explored, including energy, pollution, and more.	Ch 23 (pp. 516-541)	Module 12 PlayPosits Module 12 Perusall Personal Reflection 3	Apr 16 Apr 16 Apr 17
	QUIZ 6			Apr 21
	Designated time for arranged make-up quizzes missed due to any excused absences			Apr 25 10:00am – 12:00 pm