

**Environmental Science 110/Agricultural Sciences 110  
Fall 2013**

<b>Instructor</b>	Charlotte Murray
<b>Contact Information</b>	<b>Home: 760-357-2865</b> <b>Secretary 760-355-6155</b> <b>Email:</b> charlotte.murray@imperial.edu <b>Office Hours:</b> None
<b>Lecture Hours: 3</b>	<b>Credits: 3</b>
<b>Days &amp; times</b>	<b>Tuesday and Thursday: 4:45-6:10</b>
<b>CRN</b>	Ag 110 = 10025, Env. 110 = 10033
<b>Required Text</b>	<b>Environmental Issues &amp; Solutions</b> A Modular Approach, by: Norman Myers
<b>Course Description</b>	This course is designed to provide students with an overview and understanding of the interrelationships between humans and the natural environment. The class will focus on basic concepts of science and ecosystem theory, human impacts on the air, water, and land, environmental problems faced by the Imperial Valley that have regional and global consequences, and some of the proposed solutions.
<b>Course Objectives</b>	Student will: <ul style="list-style-type: none"><li>• Describe the role of science, the use of the scientific method, the importance of stewardship, and the concept of sustainability in the environmental field;</li><li>• Identify local and global environmental challenges;</li><li>• Describe the environmental impacts of human population growth and material consumption nationally and internationally;</li><li>• Identify some of the solutions that can address the population and consumption challenges;</li><li>• Describe the importance of protecting wildlife and habitats and conserving biodiversity;</li><li>• Describe the hydrological cycle and identify ways that humans negatively impact the cycle.</li><li>• Describe the quality of fresh water globally and identify major sources of water pollution;</li><li>• Describe the state and federal laws and regulatory agencies that govern environmental concerns of air, water, land, human health, and chemical hazards;</li><li>• Identify common human health effects of environmental exposures;</li><li>• Recognize the steps involved in risk analysis, how risk perception affects individual and group decision making, and strategies for managing risks;</li><li>• Describe agricultural practices in the Imperial Valley with regard to the following concepts: soil characteristics, use of irrigation, the benefits and drawbacks of fertilizer use and pest control, the environmental impacts in air, soil, and water, and the economic impact regionally and nationally;</li><li>• Identify the major sources of air pollution locally and nationally;</li><li>• Recognize the benefits and environmental impacts of fossil fuels and describe alternatives to its use;</li><li>• Describe how materials are managed to minimize or eliminate environmental impacts;</li><li>• Describe the process of managing solid waste from source reduction to recycling;</li><li>• Identify solutions to local and global environmental problems</li></ul>
<b>General Expectations</b>	Students must comply with all rules and regulations of Standards of Student Conduct outlined in the Imperial Valley College General Catalog.

**Cell Phones and Pagers** All cell phones, pagers and other noise making devices be **turned off or to vibrate** during class. If you must use these devices during class, I ask that you quietly and discretely leave the room.

**Talking in Class** Students talking in class while the instructor or a guest is lecturing will be asked to leave. If inappropriate talking continues points may be deducted from your total score.

**Disability Information** Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.  
DSP&S Room 2117, Health Sciences Building, (760) 355-6312

**Late & Absent Policy** If you find that you need to excuse yourself early on rare occasion you should make every effort to get to class early so that you can sit close to the door. This will allow you to leave the room without disrupting the learning environment for your fellow students. Similarly, if you should not be able to avoid being late, it is your responsibility to come in and sit down in a manner that will not be disruptive. Either of these events are NOT to be regular occurrences for any given student. Additionally, it will be the student's responsibility to obtain notes for any missed class.

**Class Requirements** Class grading will be based on points in the following distribution:  
**Simi-Weekly Quiz** Total: 100 – 150 points  
**2 or 3 Exams** 150-200 points each  
**Simi-Weekly Articles** **Need to be submitted when you come into class, writing them up is not to be done during class time.** The score is calculated like this: 5 Points for the 2 articles, 5 Points for the write-up and 5 points for your opinions. Points will be deducted if; the articles are late, if the articles are too short, if you have only one article, if the discussion is poor or too brief. Articles must be at least one page long or longer. **An extra 5 points will be given for articles that cover local environmental issues.**

**Grading** A = 100 – 90% B = 89 – 80% C = 79 – 70%  
D = 69 – 60% F = ≤ 59%

**Class Participation** Each student is expected to read the assigned material before coming to class. This will enable you to participate in the class discussions. Being able to interact in this manner will have positive effects on your quiz and exam performance.

**Articles:** Choose two articles on the same subject that deal with **human** impact on the environment (eg. Earthquakes affect humans but we do not cause them – earthquakes are NOT good subjects for articles). Get them from the newspaper, magazines the internet --- even from the book if a subject is of interest to you --- where ever. Write a brief description on what the articles say – a little like a brief book report. Then give **your** opinions on the articles – both POSITIVE and NEGATIVE. “I liked this article because. . .” “I had a problem with this article because. . .”

**Exams** Exams may include true/false, short answer, multiple choice, and short essay questions. Exams will be worth 150-200 points each. **MAKE-UP EXAMS** must be taken at the next class meeting unless otherwise discussed.

**Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness.

**Course Student Learning Outcomes:** upon completion of this course, the student will be able to: Demonstrate a basic understanding and working knowledge of the interaction between the student and his or her environment.