

ENSP 2000 (CT² seminar) Fall 2014 Sect. 1
MWF 1:25-2:15

Instructor: Scott Brame brames@clemson.edu
334 Brackett 864-656-7167

Office Hours: Tuesday 9-12, and by appt.

Book: Environment: The Science behind the Stories Plus MasteringEnvironment, 5ed, by Withgott and Lapoosa, ISBN 0321897064.

<http://www.mypearsonstore.com/bookstore/environment-the-science-behind-the-stories-plus-masteringenvironmentalscience-9780321897060>

I suggest the eText with Mastering for \$91.30:

[**MasteringEnvironmentalScience with Pearson eText -- Instant Access -- for Environment: The Science behind the Stories, 5th Edition**](#)

\$91.30 | ISBN-13: 978-0-321-93538-0

About this Course: Environmental Science (ES) is an exploration of the causes and effects of environmental related concerns that affect us in our daily lives. A critical analysis of these environmental problems will reveal that they are a direct result of existing laws, policies, business practices, and consumer demand.

Course Goals:

- Create an awareness of the effect of environmental related concerns in our daily lives
- Develop a broad foundation of essential ES concepts that should enable you to recognize and formulate potential solutions for many of the environmental problems that we currently face
- Uncover the dependencies between related ES topics such as sustainability, ecological services, economics, social demands, biodiversity, resource use, and energy sources
- Adopt a critical thinking approach that will enhance your ability to excel not just in this class, but in other classes as well as your professional and personal life

Grading:

Mastering ES	15%
Activities	5%
Service Learning	10%
Project	10%
Hour Test 1	20%
Hour Test 2	20%
Final	20%

Grading scale:

A:	90-100
B:	80-90
C:	70-80
D:	60-70
F:	below 60

Critical Thinking (CT²) Integration: This course is a CT² seminar that purposely integrates critical thinking approaches and activities into the course experience. The emphasis of a CT² class is not to memorize facts and regurgitate them on an hour test. The CT² experience is designed to improve your critical thinking skills through an exploration of ES concepts, analysis of case studies, synthesis of alternative solutions, and the articulation of these ideas at higher levels of abstraction.

Excelling in this Class: You will have to do more than just know the definitions of key ES terms, that *task* is not the primary *goal* of a critical thinking experience. Your goal is learn how to

effectively articulate and **apply** your knowledge of ES concepts on the hour tests. The application of concepts will be closely tied to the Student Outcomes listed below.

Student Outcomes: An important facet of developing your critical thinking skills is the process of tying desired outcomes to an action. Each of the outcomes listed below will have specific tasks associated with them so that you can practice and improve these skills throughout the semester. There are two levels of outcomes for you to address: Higher Order and Lower Order.

Higher Order Outcomes: Many of these outcomes are abstract, but we will be working on making them more concrete through specific activities.

Critically examining complex challenges presented by ES problems

Most environmental problems have complex backgrounds and conflicting factors. If we are to have a truly sustainable world, we must balance the competing interests of society, economy, and the environment. This implies that we must closely examine each competing interest.

Analyzing multi-dimensional ES problems from several viewpoints

Deciphering the multiple levels inherent in a typical environmental issue is not a simple process. Because of the different competing interests, you must dig deeply into underlying causes and break them down into their individual components. This process requires looking beyond your current knowledge base and being open to new ideas from other individuals in ways you had not yet considered.

Connecting the ideas and logic inherent in one concept to other concepts

The process of connection often requires the extrapolation of a concept you learned in one ES field into another ES field. Throughout the semester, we will be encountering issues that are directly and indirectly related to a concept we covered earlier. Your goal is to view this class as a process of building and extending your current knowledge base. In other words, almost all the topics are connected in one way or another. On the **Hour Tests**, you will be assessed to determine how well you are able to make these connections.

Devise new and alternative solutions to complex multi-dimensional ES problems

Environmental issues often do not have simple solutions. You will be challenged to apply novel solutions that may not have a precedent in that particular field. The reality is that if you want to change the status quo, you will need to think “outside the box”.

Articulate basic and complex Environmental Science concepts and communicate these concepts with others in both formal and informal settings

Communicating on multiple levels is the goal of this class. You should be able to discuss relevant topics not only in class, but with your friends, environmental professionals, and future employers. How you construct your speech reveals much about your ability to connect, analyze and synthesize.

Lower Order Outcomes: These are designed to assist you in achieving the Higher Order outcomes. This is just a partial list. You should make your own list of LO outcomes that you think are necessary as we progress through the semester.

- Separating fact from inferences
- Interpreting relationships (numerical, etc.) in graphs and figures
- Identifying correct and incorrect conclusions
- Identifying key assumptions and determining which are correct and incorrect

Activities and Outcomes

Higher Order Outcomes	Activity
Examining complex challenges	Chapt 1 activity
Analyzing multi-dimensional problems	Film: Story of Stuff Discussion
Extrapolation of concepts	Case Study comparisons
Devise alternative solutions	Film: Kilowatt Ours summary
Communicate concepts	Project Presentations

The **Lower Order** outcomes will be covered during specific class times as listed on the schedule, and at times *not listed* on the schedule as they apply to the content being covered.

CT² Artifacts: You are required to have something to show for your CT² experience. For example, the case study comparison listed as an activity for the Extrapolation of Concepts outcome would be a relevant artifact.

Service Learning: Learning about these topics is a one-dimensional experience. The knowledge gained from this course imparts a special responsibility to improve the social and natural environments upon which we, and all other organisms, depend for our continued survival. This course includes a service learning component whereby you are required to extend what you have learned with a real world experience.

Pre- and Post CAT Testing: An essential part of the Critical Thinking initiative is the assessment process. You are required to be tested to determine changes in your critical thinking ability over the course of the semester.

Attendance: Attendance is expected and any material covered in class and announcements made (including changes in assignments and policy) in class are your responsibility. Given the focus of this class on critical thinking, attendance will often be the deciding factor in your grade.

Readings: As with any class, reading the assigned sections before class will enhance your ability to understand the material being presented. A goal of this class will be to encourage you to read critically using in- and out-of-class activities.

Waiting Policy: If the instructor fails to show within 10 minutes of the starting time of the class you are allowed to leave.

Use of Technology: Computers and cell phones are permitted if their use is related to the class. Checking email, facebook, playing video games, internet surfing, etc. during class is detrimental to the development of your critical thinking skills. As usual, it is not acceptable to have your cell phone ring or to be text messaging during class.

Instructor Evaluations: All students are *strongly urged* to submit an evaluation.

Mastering ES: You will be required to complete assignments and quizzes in a timely fashion using this online service that is included with the purchase of your book. The HW and quizzes must be completed by classtime on the day they are due!

Reading Schedule

Reading assignments for: Environment: The Science behind the Stories Plus MasteringEnvironment,

Aug	20	What is Critical Thinking? Class activity: Identifying Assumptions
	22	Introduction, Chapt 1: p. 2-9
	25	Chapt 1: Nature of Science and Sustainability, p. 10-20
	27	CAT pre-testing, Chapt 1 HW due
	29	Chapt 2: Matter, Energy, and Geology, p. 23-33,
Sept	1	Chapt 3: Speciation and Extinction, p. 47-73, Chapt 2 HW due
	3	Chapt 3: Class activity: Interpret relationships in graphs and figures
	5	Chapt 4: Community Ecology, p. 74-89, Chapt 3 HW due
	8	Chapt 4: Ecological succession and biomes, p. 90-100
	10	Chapt 5: Ecosystems and nutrients, p. 104-116, Chapt 4 HW due
	12	Chapt 5: Ecological Services and Geochemical cycling, p. 117-129
	15	Chapt 6: Ethics and Environmental History, p. 132-152, watch <i>Story of Stuff</i> , Chapt 5 HW due
	17	Chapt 7, p.161-177, Class activity: Identify correct and incorrect conclusions
	19	Review
	22	Hour Test 1
	24	Service Learning discussion
	26	Chapt 9: Soil and Erosion, p. 214-229
	29	Chapt 9: Overgrazing and Policy, p. 229-239, Chapt 9 Mastering HW due
Oct	1	Chapt 10: Agriculture and Pest Control: p. 243-260
	3	Chapt 10: GMOs, Animals, and Sustainable Ag, p. 260-270, Chapt 10 Mastering HW due
	6	Film: <i>Food, Inc.</i> if you miss class watch clips at: http://www.youtube.com/watch?v=0z9DadeSsGw&feature=related http://www.youtube.com/watch?v=a3P5tmkjHa8 http://www.youtube.com/watch?v=enwU5jIXSIU http://www.youtube.com/watch?v=xThSnJb8miQ&feature=related
	8	Chapt 23: Mineral Consumption, p. 644-654
	10	Chapt 23: Sustainable Mineral use, p. 654-661
	13	Chapt 15: Water Resources, p. 388-408
	15	Chapt 15: Water Pollution, p. 408-416, Chapt 15 Mastering HW due
	17	Review
	20	Hour Test 2
	22	Film: Kilowatt Ours
	24	Chapt 19: Coal and Oil, p.518-536, Class activity: Separate fact from inferences
	27	Chapt 19: Fossil Fuel Problems, p. 536 -548, Chapt 19 Mastering HW due
	29	Watch first 45 minutes of film: <i>A Crude Awakening</i> , >> http://www.youtube.com/watch?v=7qGM9ypR-UI
	31	No class
Nov	3	Fall Break
	5	Chapt 20: Nuclear Energy p. 552-566
	7	Chapt 20: Biofuels and Hydropower, p. 566-576, Chapt 20 Mastering HW due
	10	Chapt 21: Alternative Energy 1, p. 580-594
	12	CAT post-testing
	14	Service Learning activity
	17	Chapt 21: Alternative Energy 2, p. 594-605, Chapt 21 Mastering HW due
	19	Chapt 17: Air Pollution, p. 450-451, p. 454, p. 457-475, skip all sections of <i>Science behind the Story</i>
	21	Chapt18: Global Climate Change, p. 484-502, Chapt 18 Mastering HW due
	24	Hour Test 3
	26	Thanksgiving
	28	Thanksgiving
Dec	1	Project presentations
	3	Project presentations
	5	Project presentations