

SCI 215: Environmental Science

School of Health and Social Sciences

5 Credits

Effective Date: 7/1/2023

Grading Type: Decimal

List any Pre-requisite or Co-Requisite: N/A

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course explores environmental change on a local, national, and global scale while emphasizing the fundamental concepts of ecology and conservationism. An understanding of environmental issues can be applied to emerging trends toward sustainability, renewable energy, and reduction of waste in professional fields. The ethical considerations involved in environmental legislation and policy decision-making that aim to mitigate environmental issues are also examined.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Explain historical and environmental impacts on the earth, including scientific phenomena and human influence. (Environmental Challenges Persuasive Presentation)

- Reflect on diverse perspectives and solutions to contemporary environmental issues. (Environmental Challenges Persuasive Presentation, Environmental Impact Paper)
- Summarize ethical considerations involved in environmental legislation and policy decision-making on local and global levels. (Environmental Impact Paper)

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Course Activities	30%
Quizzes	20%
Environmental Challenges Persuasive Presentation	20%
Environmental Impact Paper	30%
TOTAL	100%

Course Activities (30%)

Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity.

To provide a structure for balanced participation and allow students to maximize the benefit of the discussion boards, it is recommended that students follow these guidelines:

1. Post responses to discussion questions in the first three days of the school week (Monday through Wednesday).
2. Post three or more thoughtful and topic-relevant comments to responses made by classmates during the last four days of the school week (Thursday through Sunday).

3. Respond to any questions that the instructor or peers have regarding the original post by the end of the school week.

Grading Components	% of Grade
Quality of Responses	25%
Quantity of Responses	25%
Style and Mechanics	25%
Timeliness	25%
TOTAL	100%

Quizzes (20%)

Students take weekly equally weighted online quizzes to reinforce the course materials. The quizzes test their ability to utilize scientific terminology as well as the identification and application of proper scientific concepts for a given problem. All quizzes are closed book and notes.

Environmental Challenges Persuasive Presentation (20% of Final Grade)

Around the globe, regional communities must deal with human-caused environmental issues that are impacting their local communities/ecosystems. For this assignment, students create a PowerPoint presentation that focuses on one of these environmental challenges. The purpose of this presentation is to inform the audience about a local environmental issue and persuade them to change a belief or take action on the issue.

The presentation must include the following information:

- A brief background of the region and local flora and fauna
- A description of the environmental issue and how it impacts the local systems
- A description of what the local, state, or national government is doing to solve the problem
- Recommendations on everyday changes people can make to mitigate the problems caused by the issue

The presentation must include the following elements:

- Voice-over slide presentation or video between 5 and 7 minutes in length
- Facts and data from reliable, scientific, or peer-reviewed sources
- Visual aids such as pictures, graphs, maps, etc. that help to illustrate points
- A reference page slide that shows sources in APA format

Possible topics will be shared by the course instructor. Students are encouraged to research topics from a national environmental agency (i.e., national or state EPA website).

Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy, even if the oversight is unintentional.

If submitting a video, students should also submit a written summary or transcription of their presentation along with a references page.

Grading Components	% of Grade
Presentation of the issue	30%
Evidence and support	30%
Visual design	20%
Style, delivery, and APA	20%
TOTAL	100%

Environmental Impact Paper (30% of Final Grade)

Every day, global industry and economic progress are pulling millions of people out of poverty and improving their living conditions. However, there is always an environmental cost to doing business both globally and locally. In this paper, students focus on one specific way that a major company is affecting our environment and offer practical solutions for them to conduct business in a more sustainable way. The goal of this paper is to help students understand the true cost of human activities on the environment.

The paper must include the following information:

- A specific environmental issue related to a major company
- The impact that the company or industry is having on a specific part of the environment
- Potential solutions, which include any actions taken by local, national, or international actors to solve the problem, including actions that the company can take to solve it internally
- Ethical considerations involved in environmental legislation and policy decision-making on local and global levels

The paper must include the following elements:

- Title page
- Five- to six-page body
- Reference page
- At least five credible and relevant sources
- Formatted in APA 7th Style

When researching the company, students should dig a little bit beyond the surface. Most large corporations have a team of people dedicated to making themselves look environmentally friendly in the media. It is a process called "Greenwashing". Using sources that come from the company itself are not reliable. Instead, students should use independent watchdog groups and their data to write the paper. Students must cite the sources of all ideas, facts, and information

used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Grading Components	% of Grade
Organization and coherence	20%
Presentation of the issue	30%
Evidence and support	30%
Style, mechanics, and APA	20%
TOTAL	100%

Course Policies

Late Assignments

Per School of Health and Social Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Participation

Participation is an active engagement in class discussions and activities in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the discussion forum, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

Participation through course activities and discussions to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. It enhances the student's learning process and experience in this course. Lack of participation will result in a reduction in grade (see grading rubric).

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful

Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start*

Your *Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a user name and password.

Course Rubrics

Course Activities

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0-61%	62 - 74%	75 - 91%	92.00- 100%
Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Quality of responses – 25%	Superficial and undeveloped analysis; No insight or thoughtfulness ; Off topic; Never addresses instructor’s comments to original posts; No connections are made to previous and current sessions’	Scattered and poorly developed analysis rarely supported by academically appropriate resources; Few, if any new ideas or connections made to previous and current sessions’ concepts and materials;	Generally competent analysis, supported by various academically appropriate resources; Some new ideas or connections to previous and current sessions’ concepts and materials; Most of the	Rich in content, thoughtful and insightful problem analysis well supported by various academically appropriate resources; Detailed new ideas with connections made to previous sessions

	concepts and materials; No references to readings; Obvious grammatical or stylistic errors, making understanding difficult.	Mostly anecdotal examples with no references to readings; Rephrases or summarizes other postings; Sometimes addresses instructor's comments to original posts; Serious grammatical errors interfering with content.	time addresses instructor's comments to original posts; References materials provided by instructor; Grammatical or stylistic errors do not interfere with content.	and/or real-life situations; Always addresses instructor's comments to original posts; References materials, other than those provided by instructor.
Quantity of responses – 25%	Some, or all, required quality posts missing.	Initial post and fewer than minimum number of required quality posts.	Required minimum number of quality posts.	Exceeds minimum number of required quality posts.
Timeliness of responses – 25%	All posts submitted at the last minute without allowing for response time.	Posts submitted on less than three days of the discussion time.	Posts submitted on three different days of the discussion time.	Posts submitted on more than three days of the discussion time.
Style and mechanics (25%)	Obvious grammatical or stylistic errors, making understanding	Serious grammatical errors interfering with content.	Several grammatical or stylistic errors. Uses concise	Few grammatical or stylistic errors. Uses concise and

	difficult style. Uses casual language. Includes unnecessary information. Does not reference credible sources to support ideas	Mostly uses concise language and includes very little unnecessary information. Attempts to reference credible sources to support ideas	language with no unnecessary information. Almost always references credible sources to support ideas	compelling language with no unnecessary information. Transitions in writing and flow are smooth and clear. Always references credible sources to support ideas
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Environmental Challenges Persuasive Presentation

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 74.99%	75.00 – 81.99%	82.00 – 91.99%	92.00- 100%
Scaled score	0.0 – 1.9	2.0 – 2.6	2.7 – 3.6	3.7 – 4.0
Presentation of the issue (30%)	The topic is not communicated clearly. Does not appropriately respond to the assignment.	The topic is not always communicated clearly, and some aspects of the assignment are not addressed.	The topic is communicated clearly but could be more thoroughly described. Most or all aspects of the assignment are addressed: background of region, description of environmental issue and government-led solutions, and recommendati	The topic is communicated clearly and thoroughly. All aspects of the assignment are addressed: background of region, description of environmental issue and government-led solutions, and recommendatio ns for change.

			ons for change.	
Evidence and support (30%)	Does not attempt to use evidence to support topic, or evidence provided does not support topic. No or minimal reliable sources.	Use of evidence is minimal but does support the topic. Often supports points through generalization, and examples are not relevant or explained. Incorporates few or no reliable sources.	There is evidence to support almost every point. Support may require more interpretation and explanation of the evidence. Incorporates adequate or minimum number of reliable sources.	Every point is clearly supported by strong evidence. Uses evidence appropriately and effectively. Incorporates numerous or more than the minimum number of reliable sources required.
Visual design (20%)	Visuals are unattractive, unclear, and/or distracting. Visuals are unrelated to the topic and make little or no use of color, space, or the capabilities of the application. Formatting makes it very difficult to read the material.	Visuals are sometimes unattractive, unclear and/or distracting and are weakly related to the topic. Visuals make use of space, color and the capabilities of application in ways that are unwise and/or distracting. Formatting complements the content but is often hard to read.	Visuals are attractive, informative and engaging and reinforce and support the topic. Visuals make good use of color, space and the capabilities of the application without overwhelming the audience. Formatting complements the content.	Visuals are attractive, informative, engaging and creatively designed/applied. They reinforce, support and enhance understanding of the topic, and they make good use of color and space that maximizes the capabilities of the application without overwhelming the audience. Formatting

				enhances readability and content.
Style, delivery, and APA (20%)	Few or inappropriate transitions between ideas, which also lack clarity and development. Misuses words or uses words that are too vague and abstract or too personal and specific for the topic. Format and references are incomplete and have many errors in APA style.	Transitions between ideas are minimal, and development of ideas may lack coherence. May be wordy, unfocused, repetitive, or confusing. Format and references have some errors in APA style and/or is incomplete.	Ideas are developed but not all pertain directly to the topic. Language and tone are generally clear, but may be awkward or ineffective at times. Format and references are complete and have few errors in APA style.	Sophisticated development of one idea to another, and audience is guided through the progression of ideas. Language and tone are clear and fit the assignment's purpose and audience. Format and references are in correct APA style and are complete.

Environmental Impact Paper

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0- 61%	62 - 74%	75 - 91%	92.00- 100%
Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
Organization and coherence (20%)	Is unclear with no or minimal organization, so ideas appear to be arranged in a random order. Few or inappropriate transitions between	Minimal organization so ideas appear as a list. Transitions between ideas are minimal, and development of	Follows a logical organization. Ideas are developed but not all pertain directly to the topic.	Uses logical structure with introduction, body, and conclusion. Sophisticated development of one idea to another, and reader is

	paragraphs, and ideas are not developed clearly.	ideas may lack coherence.		guided through the progression of ideas.
Presentation of the issue (30%)	The topic is not communicated clearly. Does not appropriately respond to the assignment.	The topic is not always communicated clearly, and some aspects of the assignment are not addressed.	The topic is communicated clearly but could be more thoroughly described. Most or all aspects of the assignment are addressed: environmental impact, potential solutions, and ethical considerations .	The topic is communicated clearly and thoroughly. All aspects of the assignment are addressed: environmental impact, potential solutions, and ethical considerations.
Evidence and support (30%)	Does not attempt to use evidence to support topic, or evidence provided does not support topic. Little or no connections are made to course concepts. No or minimal reliable sources.	Use of evidence is minimal but does support the topic. Often supports points through generalization, and examples are not relevant or explained. Incorporates some course concepts, but accuracy and development are not consistent. Incorporates few or no	There is evidence to support almost every point. Offers support but requires more interpretation and explanation of the evidence. Incorporates many course concepts but sometimes does not develop them. Incorporates adequate or minimum	Every point is clearly supported by strong evidence. Uses evidence appropriately and effectively. Incorporates course concepts accurately, consistently, and frequently. Incorporates numerous or more than the minimum number of reliable sources required.

		reliable sources.	number of reliable sources.	
Style, mechanics, and APA (20%)	<p>Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous. Misuses words or uses words that are too vague and abstract or too personal and specific for the topic. Format and references are incomplete and have many errors in APA style.</p>	<p>Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader but does not generally impede the overall understanding. Sentence structure is generally correct but may be wordy, unfocused, repetitive, or confusing. Uses relatively vague or general words and sometimes inappropriate words. Format and references have some errors in APA style and/or is incomplete.</p>	<p>Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding. Sentences are generally clear, well structured, and focused, but some may be awkward or ineffective. Generally, uses words accurately and effectively, but sometimes may be too general. Format and references are complete and have few errors in APA style.</p>	<p>Almost entirely free of spelling, punctuation, and/or grammatical error. Sentences are varied, clearly structured, carefully focused, and fit the assignment's purpose and audience. Words chosen for their precise meaning and an appropriate level of specificity is used. Format and references are in correct APA style and are complete.</p>