

SYLLABUS¹

ENR 2367

Communicating Environmental and Natural Resources Information

Spring 2024: Online

3 credit hours

COURSE OVERVIEW

Online Course – Please read!

We are happy to offer this course in an online format to accommodate students with difficult schedules. However, online courses are not for everyone. This online course is just as rigorous as the in-person offering, so please consider your learning style and technological abilities carefully before choosing the online option. Here is a [quiz from Hillsborough Community College](#) to assess your readiness for online courses. You should also consider your preference for a synchronous class where you connect in person, learn from your peers on a weekly basis, and work synchronously with your classmates and instructor. This is the aspect students enjoy most about the in-person offering.

Instructor

Instructor: Kristina Slagle, Ph.D.

School of Environment and Natural Resources

Email address: slagle.44@osu.edu (emailing me is ok, but contacting me via Carmen is best, as it flags your message differently in my inbox, and it is less likely to be lost)

Office: 316 D Kottman Hall (temporary)

Phone: 614-292-2265 (SENR main office)

Office hours: Wednesdays, 12 – 1 p.m. and by appointment. Scheduled and appointment office hours will be in a private Zoom room to one person at a time. You can find the link to this on Carmen in our course website.

¹ Changes may be made to this syllabus as required. This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and for seeking available assistance in a timely manner. For more information, visit <http://ods.osu.edu>

Teaching Assistants (Hours will be posted on Carmen)

Name	Email
Kaitlyn Higginbotham	Higginbotham.73@buckeyemail.osu.edu
Maddie Holdcraft	Holdcraft.3@buckeyemail.osu.edu
Regina Loayza	Loayza.3@buckeyemail.osu.edu

Legacy Prerequisites

ENGLISH 1110

6 credit hours of environmental, natural resources, or equivalent coursework preferred.

New Prerequisites

Any course in the Writing and Information Literacy General Education category, and Sophomore standing or above.

GE Legacy Fulfillment

ENR 2367 is the second level writing course offered through the School of Environment and Natural Resources. It meets the Level Two GE Writing and Communication course requirement.

Course description

Catalog description: Concepts, skills development, and practice in accessing and communicating information about the environment and natural resources to varied audiences; emphasis on written and oral communication.

This is a completely on-line course that includes the same readings, assignments, and quizzes as the in-person course. Course content, including lecture presentations and videos, will be delivered using Carmen (<https://carmen.osu.edu/>). Carmen will also be used to complete quizzes, assignments, and discussions. Other resources, such as the University Libraries, may also be used. This course is self-paced, yet all course requirements must be completed by the due dates during the semester of offering. All discussions, quizzes, and exams must be completed by the due date shown on the syllabus.

This is a Second Writing course. It focuses on critical thinking and academic and professional communication specifically for those planning environmental careers, but the assignments apply to many fields of study and career directions. We will go over academic writing to help you get through college and any advanced degrees you may be working toward, but we will also work on reaching audiences that are not looking for journal articles.

Readings are a basic introduction to environmental classics. They will be loosely organized by patterns in U.S. environmental history. While the readings are in line with other college writing classes, keeping up requires discipline. **A good target is 10-15 pages of reading per day for this class.**

Lectures are for learning from experts. All students are expected to watch lectures and include concepts learned the current and previous weeks in Hypothesis annotations and weekly writings. Although it might be tempting to skip lectures, watching every lecture is the easiest way to do well. Online classes make that easier, but also more important. Several different types of assignments are included:

- Quizzes will be due on Thursdays. They will contain questions over the current week's readings and lectures.
- Hypothesis discussions are for exploring the readings together, applying what you have learned from readings and lectures, thinking critically, and learning from each other. Students are expected to post six times: 3 posts answering at least one of the week's discussion questions and bringing up other important points or questions you got from the readings (due every Wednesday), and 3-replies to group members due by Friday.
- Writing assignments covering writing principles covered in lectures will be due each week on Fridays.
- Oral presentations will show each student's critical thinking about their environmental problem to the class.

You will have some choice in your writing assignments. About half the assignments focus on basic academic writing. The rest give you practice in professional writing, and for most you can choose between the weekly readings and environmental issues that matter to you for the topic.

Goals

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

More specifically, students will:

- Extend the ability to read carefully and express ideas effectively through critical analysis, discussion, and writing
- Support a thesis with evidence-based, logical arguments
- Further develop skills in effective communication and in accessing and using information analytically
- Improve proficiency in written and oral communication of research-based information about contemporary environmental and natural resource issues
- Learn skills for critically evaluating concepts in natural resources and the environment
- Apply critical thinking skills through exercises in scientific and environmental writing and presentation that prepare them for greater success in their subsequent studies and future careers

Expected Learning Outcomes [relation to assignments in brackets]

1. Through critical analysis **[a]**, discussion **[b]**, and writing **[c]**, students demonstrate the ability to read carefully **[d]** and express ideas effectively **[e]**.
2. Students apply written **[a]**, oral **[b]**, and visual **[c]** communication skills and conventions of academic discourse **[d]** to the challenges of a specific discipline.
3. Students access **[a]** and use **[b]** information critically and analytically.

Students will work toward these outcomes through 1) weekly readings to be analyzed in Hypothesis discussions; 2) assignments providing practice in the types of communication ENR students will use in their careers; 3) class readings and literature review for your thesis paper and oral presentations. You will also find specific module-level objectives in Carmen that relate to specific course lessons and writing skills.

Outcomes are related to each assignment in Assignment Category Descriptions.

-See course schedule, last page, for due dates.

-More detailed explanations of each assignment and grading standards will be provided in lectures and in Carmen.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and will be delivered asynchronously. Students will interact with each other and apply the course material to their own questions through Hypothesis discussions and assignments. Each week's lecture will be recorded and made available on Carmen. In case of weather or other short-term campus closing events, online or distance-learning classes will occur as scheduled unless otherwise announced by the university.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Each week requires reading, listening to lecture recordings, taking a quiz, participating in Hypothesis discussions, and completing a writing assignment and an oral presentation. Students are expected to keep pace with weekly deadlines.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 8-9 hours per week of time spent on class work, including direct instruction (instructor content and Carmen activities, for example) and homework to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities: RECORDED LECTURES EACH WEEK**
The lectures provide you with the content you will be learning and applying to your work each week. It is recommended that you download the note-taking pages and take notes as you listen. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Weekly quizzes: 1 PER WEEK**
Quizzes will assess learning of readings and lecture material.
- **Weekly Writing Assignments: 1 ASSIGNMENT PER WEEK**
Students will complete a thesis paper through several scaffolded steps as well as several professional writing assignments.
- **Oral Presentation: 1 FOR THE SEMESTER (includes 2 iterations and peer review)**
For your Critical Thinking Presentation, you will provide a thorough analysis of your solution to the environmental problem you chose and record it for your group to view.
- **Participating in discussion forums: 6+ TIMES PER DISCUSSION**
As part of your final grade, you will participate in 15 asynchronous discussions via Carmen. You will be required to post thoughtfully at least six times to each discussion for full points. See the course schedule for more details about when these discussions will take place.
- **Office hours and live sessions: OPTIONAL**
My office hours are optional, but please join if you are having ANY problems or questions.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within **7 days**. Thesis paper grading may take longer, but grades and comments will be posted before the next part is due so that you can learn from your mistakes and improve the next iteration.
- **Carmen messages/Email:** I will reply to messages/e-mails within **24 hours on school days**. I may answer sooner and at other times if I happen to be online.
- **Discussion board:** I will check and reply to messages in the class discussion board every **24 hours on school days**.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

PROVIDED IN HYPOTHESIS (RECOMMENDED FOR ALL ENVIRONMENTALISTS)

- *American Earth: Environmental Writing Since Thoreau*
Bill McKibben
Peng USA; ISBN 13: 978-1598530209
- *A Sand County Almanac with Essays on Conservation from Round River*
Aldo Leopold [any edition will do if it includes the 12 months and the assigned readings]. [Try this link that I copied from our library's online copy](#) or go through the library and search for Ebook.
Random; ISBN 13: 978-0345345059
- *Silent Spring* [also available as an Ebook through library link below – one person at a time]
Rachel Carson [Same as above; or try this link: https://archive.org/details/fp_Silent_Spring-Rachel_Carson-1962/mode/2up]
Houghton Mifflin; ISBN 13: 978-0618249060

RECOMMENDED/OPTIONAL

- *The Craft of Scientific Writing* (3rd edition is on reserve at CFAES, Ebooks are 4th edition.)
Michael Alley
Springer; ISBN 13: 978-0387947662 [This text is available through The Ohio State Library: <http://osu.worldcat.org/oclc/1029252015> NOTE: This resource is restricted from viewing outside the campus network. To access off campus, log in via the Off-Campus Sign-In (<https://library.osu.edu/borrowing/>) using your OSU Name.# and password.]
- *Publication Manual of the American Psychological Association (Seventh Edition)*
APA, ISBN 13: 978-1433832161
- *Writing Science in Plain English*
Anne E. Greene
U. of Chicago Press, ISBN 13: 978-0226026374
- *Rhetorical Grammar*
Martha Kolln and Loretta Gray
Longman, ISBN 13: 978-0205706754
- *The Craft of Research*
Wayne Booth, Gregory Colomb, Joseph Williams
U. Of Chicago Press, ISBN 13: 978-0226065663 [This text is available through The Ohio State Library: <http://osu.worldcat.org/oclc/646810192> NOTE: This resource is restricted from viewing outside the campus network. To access off campus, log in via the Off-Campus Sign-In (<https://library.osu.edu/borrowing/>) using your OSU Name.# and password.]
- *Style: The Basics of Clarity & Grace*
Joseph Williams
Longman, ISBN 13: 978-0205605354
- *On Writing Well*
William Zinsser
Harper Perennial, ISBN 13: 978-0060891541

-Required books are available in Carmen via Hypothesis, as well as at the OSU bookstore and standard and online book retailers.

-Required and recommended books are all on closed reserve at the FAES Library:

<https://guides.osu.edu/c.php?g=852025>. Please note library hours.

-Additional required readings—e.g., articles—that are assigned throughout the semester will be posted in Carmen.

Course technology

This class will be administrated using Carmen and Zoom; on the class website you will find the course syllabus, weekly readings, links to weekly homework assignments, announcements, and grades. **PLEASE BE SURE YOUR ANNOUNCEMENT NOTIFICATIONS ARE TURNED ON or you will miss important messages.** Weekly assignments will be submitted via Carmen.

TECHNOLOGY SUPPORT

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at go.osu.edu/IT, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration OR Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days (about 12 months) that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated, descriptions of major course assignments, and relation to learning outcomes

ASSIGNMENT CATEGORY [RELATED LEARNING OUTCOMES IN BRACKETS]		POINTS
Thesis Paper & Oral Presentation - Students solve an environmental problem in 10-stages: 1-topic statement [3a,b]; 2-annotated bibliography [1a,c,d,e; 2a,d; 3a,b]; 3-outline [1a,c,d,e; 2a,d; 3a,b]; 4-illustration [1e; 2c,d]; 5-complete first draft of your 1000-1500-word thesis paper [1a,c,d,e; 2a,c,d; 3a,b]; 6-250-word abstract [1c,e; 2a,d]; 7-finished thesis paper [1a,c,d,e; 2a,c,d; 3a,b]; 8-critical thinking presentation 1 st draft [1a,d,e; 2b,c,d; 3a,b];	Topic Statement	10
	Annotated Bibliography	20
	Outline	20
	Illustration	10
	First Draft	20
	Abstract	15

9-peer review; and 10-critical thinking final presentation. The topic is an environmental issue of interest to each student. Students explore a problem and solutions, choose a solution, cite evidence to support their decision, and then exercise critical thinking about the problem and their solution.	Finished Thesis Paper	30
	Crit. Think. Presentation-1 st	6
	Crit. Think. Peer Review	5
	Crit. Think. Presentation-Final	30
Weekly Assignments - Students do a short paper or project each week. At the beginning of the semester, we focus on the organization of good academic writing and writing a strong thesis. Later papers provide experience in professional writing likely to be required in most fields associated with the environment and natural resources. [1a,c,e; 2a,c(in some),d; 3a,b]	10 (x 6)	60
Quizzes - Quizzes on the week's lectures and reading materials will be given each week to assess understanding of the readings and lectures. [1a,d]	10 (x 15)	150
Participation - Students are graded on participation in online discussions with Hypothesis Annotations. [1a,b,c,d,e; 2a,d; 3a,b]	10 (x 15)	150
Total <i>(More detailed explanations of each assignment and grading standards will be provided in lectures and in Carmen.)</i>		526

Assignment Category Description

For all assignments, instructions, examples, and rubrics will be found in Carmen and addressed in lectures.

Citations should be included in all work when applicable, and this class requires APA citations. Here is a link to [OSU APA citation help](#) (gives a quick, easy-to-read summary), and here is a link to the [Purdue OWL APA help](#) (click on [APA Formatting and Style Guide \(7th Edition\)](#) in the left-hand menu for more detailed information).

Note that TurnItIn, a plagiarism software, will be run on all submissions; students are encouraged to view their TurnItIn scores and edit their work. Open-book research for the assignment is required. Citations should be included in all work when applicable, and this class requires APA citations. Here is a link to [OSU APA citation help](#) (gives a quick, easy-to-read summary), and here is a link to the [Purdue OWL APA help](#) (click on [APA Formatting and Style Guide \(7th Edition\)](#) in the left-hand menu for more detailed information).

THESIS PAPER & ORAL PRESENTATION

This project gives students the opportunity to access and use information within the framework of academic discourse and their chosen careers. Every student explores an environmental problem in a scaffolded assignment. This means the different parts build on each other throughout the semester.

The first part is a simple topic statement, followed by an annotated bibliography, outline, illustration, thesis paper first draft, abstract, 1,000-1,500-word final draft, as well as a first draft of oral presentation, peer review, and final draft. During this process, students identify an environmental issue of concern to them, research the problem considering all viewpoints and solutions, decide on a solution as their thesis, communicate their argument and supporting evidence in clear academic writing, and the final part will be an oral analysis of their solution presented to their group (more on this below).

Each part will be turned in to Carmen, and students will use grading comments to improve each iteration.

After completing this assignment, students should be able to

- Access, analyze, and use information to think critically about an environmental issue.
- Apply oral, written, and visual communication skills in the context of academic writing, critical thinking and problem solving.
- Read critically and express ideas effectively.

Academic integrity and collaboration: Getting help on the assignment from your instructor, teaching assistant, or librarian is permitted and encouraged. Students will have an opportunity to work with their peers through a peer review discussion board, and collaborating and proofreading with your peers is encouraged. While you are encouraged to get advice on your draft, the final product must be your own work. Students are encouraged to work with their groups to identify issues they may not have considered and to practice their presentations. Copying or reusing previous work is not permitted. Note that TurnItIn, a plagiarism software, will be run on all submissions; students are encouraged to view their TurnItIn scores and edit their work. Open-book research for the assignment is required. Citations should be included in all work when applicable, and this class requires APA citations. Here is a link to [OSU APA citation help](#) (gives a quick, easy-to-read summary), and here is a link to the [Purdue OWL APA help](#) (click on [APA Formatting and Style Guide \(7th Edition\)](#) in the left-hand menu for more detailed information).

Grading: Each piece of the thesis paper is worth a different number of points and has its own rubric, which is contained with each assignment and in the Speedgrader.

CRITICAL THINKING ORAL PRESENTATION

The Oral Presentation will demonstrate the critical thinking skills of each student in the context of environmental problem-solving and class concepts. Students will analyze their solutions to the environmental problems they chose, help the class understand different stakeholders and viewpoints, recognize the systemic causes of their problem, and then identify potential unintended consequences and their remedies. They will turn in a draft recording for peer review, and after incorporating peer feedback, they will submit their final recorded presentation.

After completing this assignment, students should be able to

- Problem solve
- Access, analyze, and use information to think critically about an environmental issue
- Apply oral, written, and visual communication skills in the context of critical thinking and

- Express ideas effectively.

Academic integrity and collaboration: Getting help on the assignment from your instructor, teaching assistant, or librarian is permitted and encouraged. Students are encouraged to work with their groups to identify issues they may not have considered and to practice their presentations. Open-book research for the assignment is required.

Grading: The presentation is worth 30 points. Students will be graded on both critical thinking and presentation skills.

WEEKLY WRITING ASSIGNMENTS

In the weeks between the scaffolded pieces of the thesis paper, students will submit short writings to help them improve their writing style and, toward the end of the semester, gain experience in professional writing. The beginning writings include a short thesis, an explanatory writing, a narrative writing, a business letter, a press release, and a flier. For all assignments, instructions, examples, and rubrics will be found in Carmen.

After completing these assignments, students should be able to

- Express ideas effectively
- Apply written and visual communication skills to their future career work.

Academic integrity and collaboration: Getting help on the assignment from your instructor, teaching assistant, or librarian is permitted and encouraged. Students will have an opportunity to work with their peers through a peer review discussion board, and collaborating and proofreading with your peers is encouraged. While you are encouraged to get advice on your papers, the final product must be your own work. Copying or reusing previous work is not permitted. Note that TurnItIn, a plagiarism software, will be run on all submissions; students are encouraged to view their TurnItIn scores and edit their work. Open-book research for the assignments is often required.

Grading: Each assignment focuses on a slightly different aspect of writing and has its own rubric. All weekly writing other than the thesis paper are worth 10 points.

QUIZZES

Students will complete one quiz each week. Each quiz consists of 10 multiple-choice type questions that assess understanding of the week's lectures readings. All quizzes are taken through Carmen and are due on Thursdays. Students will have 20-minutes to take each quiz and two attempts.

After completing these assignments, students should be able to

- Read carefully
- Use information critically and analytically

Academic integrity and collaboration: Quizzes are open-book and note but must be taken independently without assistance from others. Collaborating or completing quizzes with others is not permitted.

Grading: Quizzes consist of 10 multiple-choice questions. Each question worth 1-point. Quizzes are automatically graded by Carmen. All efforts are made to ensure that quiz questions are accurate and fair. If a mistake is found, grades will be adjusted in the student's favor after the due date.

PARTICIPATION: HYPOTHESIS DISCUSSIONS

Participation is monitored and points awarded through weekly discussion posts in small, online discussion groups assigned at the beginning of the semester. After reading the week's assignments, students will complete 15 asynchronous discussions via Carmen, with each discussion worth 10 points. Discussions are conducted in small groups (4-5 students) and based on the readings and instructor prompts. The prompts ask students to analyze the week's authors, writing instructions, and environmental topics and discuss their analysis and critical thinking with group members. The discussions are designed to provide learners an opportunity to analyze and apply concepts learned in lectures and assigned readings.

After completing these assignments, students should be able to

- Read carefully
- Analyze, discuss, and express ideas effectively
- Use information critically and analytically

Academic integrity and collaboration: All discussions are open-book and note. Posts must be your own original work and written in your own words. Using work from previous courses or written by others is not permitted. Citations should be included in the post when applicable: When referring to independent research, students should use APA in-text citations and include a reference list for any independent research. See [OSU APA citation help](#) (gives a quick, easy-to-read summary) or the [Purdue OWL APA help](#) (click on [APA Formatting and Style Guide \(7th Edition\)](#) in the left-hand menu for more detailed information).

Grading: The following criteria will be used to assign grades for all discussion assignments:

- **Promotes conversation (2 pts):** Annotations add to the conversation by including questions, examples, connections, or elaboration/explanation.
- **Critical thinking (2 pts):** Annotations highlight central ideas or offer clarification, extending knowledge beyond restating the text and demonstrating reflection and analysis of the text.
- **Understanding of class concepts (2 pts):** Shows that student learned from lectures by applying class terms and concepts to annotations correctly.

- **Constructive replies (2 pts):** Replies to group members are additive and respectful; they answer their questions or extend their responses. They may disagree but acknowledging group members' perspectives and promoting civil discourse.
- **Number of annotations/replies (2 pts):** Meets required number of annotations and replies.

EXTRA CREDIT

Many opportunities will be available throughout the semester, but the following ESSREP opportunity can earn you extra credit and give you experience in research studies:

Environmental and Social Sustainability Research Experience Program (ESSREP)

The goal of ESSREP is to enhance student's understanding of social scientific research methods and help apply class lessons to their lives. As a way to gain extra credit for this class you can get hands-on experience participating in research studies conducted by Faculty and Graduate Students in the Environmental and Social Sustainability (ESS) Lab in SENR. Research studies may take the form of online or in-person surveys, interviews, or focus groups and will be related to current research in a variety of topics in resource management, environmental science, psychology, and rural sociology.

- In order to sign up for research opportunities you will first need to create a Sona account using your osu email address at <https://osu-essrep.sona-systems.com>. You will then be able to view and sign up for studies and monitor your credit accumulation through Sona Systems. Please see our website <https://ess.osu.edu/subject-pool/research-option> for more detailed sign-up instructions, credit amounts, policies, and Frequently Asked Questions.
- If you do not wish to participate in research OR are under the age of 18, a written assignment alternative is also available. Papers will be based on approved research articles and due at set dates throughout the semester. See our website <https://ess.osu.edu/subject-pool/papers-option> for grading criteria and other information about the ESSREP paper option. If you wish to select the paper option, enroll by emailing the lab manager at eilers.14@osu.edu by January 22nd.

A total of **up to 2 research credits** will be possible as extra credit for this course.

If you have any questions about the research or paper options, or encounter difficulties with Sona systems please contact the lab manager Ellen Eilers at: eilers.14@osu.edu. **Your instructors and TAs do not have access to Sona systems and will not be managing the paper option; please direct all ESSREP-related questions to the lab manager.**

Late Assignments & Make-up Work

If you are expecting a situation in which you might miss a due date, let your instructor know in advance. Late assignments will incur a deduction of 10% of the total point value for each 24-hour period (or portion) that they are late (including weekends). However, documentation for illness and

university-sanctioned events allows a little flexibility in due dates. Documentation includes communications and emails from medical practitioners or explanations of scheduled university-sanctioned events on university letterhead, signed by the professor, coach, or supervisor in charge. Please refer to the course schedule below and Carmen for due dates. If you are facing extenuating circumstances, please reach out to the instructor as soon as possible to discuss alternatives.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

I **never** round grades up or down. I let the Carmen system figure the grades. However, extra-credit opportunities are available, so you can make sure your grade is rounded up! Be sure to finish extra-credit assignments before due dates. Last-minute scrambles for grades do not help. My job is to help you learn lessons of value to you. It is your job to determine what your grade will be by the amount of effort you invest.

OTHER COURSE POLICIES

Discussion and communication guidelines

A significant component of our interactions in this class will occur through discussions with Hypothesis. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- Come to the session ready to have open, civil, and supportive discussions through Hypothesis.
- When you watch recorded lectures, be sure to watch all of them or you will miss important information. You will not find all the answers to quiz questions and writing details in note-taking pages; you should use them to take notes as you watch the lectures.

Academic integrity policy

POLICIES FOR THIS COURSE

- **Quizzes:** Quizzes are open-book and open-note, but you will NOT have time to look up everything. So you will need to know the material just as you would in any other class. You must complete quizzes yourself, without any external help or communication.
- **Written assignments:** Your written assignments should be your own original work. In writing for this class, you should follow the APA citation style through OSU's [APA style](#) or the [Purdue OWL's APA Formatting and Style Guide](#) (for more detailed information) to cite the ideas and words of your research sources. You are encouraged to work with peers and ask a trusted

person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major written projects are encouraged, remember that comparing answers on a quiz is not permitted. If you are unsure about a particular situation, please feel free just to ask ahead of time.
- **We use Turn-it-in** to help you see when you are using too many words from other sources. Use this as a tool to help you learn not to plagiarize and check it before you turn in the final submission of your assignment.
- **Turn-it-in statement:** Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of Ohio State's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, Ohio State has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of Ohio State's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the Ohio State database.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. I have had to do this and I do not enjoy it—please do not put me (or yourself) in this position! If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed

academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity* (go.osu.edu/ten-suggestions)
- *Eight Cardinal Rules of Academic Integrity* (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1.

Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student

Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614- 292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

ACCESSIBILITY STATEMENTS

- [CarmenCanvas accessibility](#)
- [Microsoft Office accessibility](#)
- [CarmenZoom accessibility](#)

PRIVACY STATEMENTS

- [Privacy at Ohio State](#)
- [CarmenCanvas privacy](#)
- [Microsoft Office 365 privacy](#)
- [CarmenZoom privacy](#)

CLOSING REMARKS

I would like you to feel that you are getting something personally valuable from this course in addition to meeting university requirements. Please always feel welcome to share any readings, resources, examples, or ideas that you feel would be helpful (I've learned so much from my students this way and I love it). Please also feel welcome to let me know when things are not working so well or what would make the course more enjoyable. The residential section of this course has been improved greatly from student input; we have applied those improvements to the online section, too, but we know it will be a little different in this format. Your input is always greatly appreciated.

COURSE SCHEDULE

Wk	Dates	Topics, Readings & Assignments (Unless otherwise noted, discussions are due Thursdays/Mondays, and quizzes and writings are due on Mondays.)
1	1/8-1/12	Introductions Readings: Begin <i>Silent Spring</i> (suggested Chapters 1-4) and next week's assignment Lectures: Introductions to syllabus and learning expectations; polarization, Due Wednesday/Friday, 11:59 pm- Discussion: Introductions to each other in online Hypothesis discussion Due Thursday, 11:59 pm- Quiz 1 Due Friday, 11:59 pm- Writing 1-Thesis Paper Topic, [optional extra-credit syllabus quiz]
2	1/16- 1/19 MLK Day (M)	Environmentalism and Original Inhabitants: Native Americans Readings: Neihardt, 1932; Momaday, 1976; Walker, 1982; Krech, 2005; Cronon, 1983; (<i>Sil. Spring</i> Chapters 5-7) Lectures: Begin critical reading/research; paradigms; presentations; Jessica Page, guest speaker recording on "Researching Your Topic;" Due Wednesday/Friday, 11:59 pm- Discussion: Authors, Native Americans as environmentalists Due Thursday, 11:59 pm- Quiz 2 Due Friday, 11:59 pm- Writing 2- Native American Thesis Exercise
3	1/22-1/26	Beginnings of American Environmentalism - Transcendentalism & Preservation (1800s) to Progressive Conservation (1901-1910) Readings: Catlin, 1841; Thoreau, 1861; Marsh, 1864; Pinchot, 1910; Muir, 1911; (<i>Silent Spring</i> Chapters 8-9) Lectures: Finish critical reading/research; Aristotelian rhetoric; demands in writing; citation systems Due Wednesday/Friday, 11:59 pm- Discussion: Authors, preservation & conservation paradigms Due Thursday, 11:59 pm- Quiz 3 Due Friday, 11:59 pm- Writing 3- Annotated Bibliography
4	1/29-2/2	Resource Conservation – Soil/Dust Bowl (1930s) Readings: Darling, 1930; Marquis, 1935; Henderson, 1936; Steinbeck, 1939; (<i>Silent Spring</i> Chapters 10-12) Lectures: Begin audience knowledge; quotes; explanatory writing; similes and metaphors Due Wednesday/Friday, 11:59 pm- Discussion: Authors, Dust Bowl Due Thursday, 11:59 pm- Quiz 4 Due Friday, 11:59 pm- Writing 4-Dust Bowl Assignment Audience Exercise
5	2/5-2/9	5 & 6 - Resource Conservation with Leopold (1945) Readings: <i>A Sand County Almanac</i> , January - December; (<i>Silent Spring</i> Chapters 13-14) Lectures: Begin critical thinking & open-mindedness; avoiding bias in your writing; writing tools-transitions & flow Due Wednesday/Friday, 11:59 pm- Discussion: Leopold's journal entries Due Thursday, 11:59 pm- Quiz 5 Due Friday, 11:59 pm- Writing 5-Thesis Paper Outline (with citations, NOT annotated)

Wk	Dates	Topics, Readings & Assignments (Unless otherwise noted, discussions are due Thursdays/Mondays, and quizzes and writings are due on Mondays.)
6	2/12-2/16	Readings: <i>A Sand County Almanac</i> —Thinking Like a Mountain; The Land Ethic; (<i>Silent Spring</i> Chapters 15-17) Lectures: Wrap-up critical thinking; narrative writing; ease of reading Due Wednesday/Friday, 11:59 pm -Discussion: Leopold essays Due Thursday, 11:59 pm - Quiz 6 Due Friday, 11:59 pm - Writing 6-Leopold Thesis & Narrative Writing
7	2/19-2/23	Beginning of Modern Environmental Movement (Early 1960s) Readings: Finish <i>Silent Spring</i> – look over bibliography and review for quiz Lectures: Clarity and simplicity; illustrations Due Wednesday/Friday, 11:59 pm -Discussion: Carson’s writing and <i>Silent Spring</i> Due Thursday, 11:59 pm - Quiz 7 Due Friday, 11:59 pm - Writing 7-Illustration Assignment, [optional Extra Credit-Midterm Feedback]
8	2/26-3/1	Population and the Environment (Late 1960s & 1970s) Readings: Ehrlich, 1968; Hardin, 1968; Brower, 1975 Lectures: The power of words; passive voice Due Wednesday/Friday, 11:59 pm -Discussion: Authors, overpopulation & solutions Due Thursday, 11:59 pm - Quiz 8 Due Friday, 11:59 pm - Writing 8-First Draft of Thesis Paper, [optional Extra Credit-Plagiarism Quiz]
9	3/4-3/8	Instigating Change (1970s – present) Readings: Lovins, 1976; Berry, 1977; EarthFirst!, 1984; Hill, 2000 Lectures: Reaching our audience: facts, values, emotions Due Wednesday/Friday, 11:59 pm -Discussion: Writing and how we should bring about change Due Thursday, 11:59 pm - Quiz 9 Due Friday, 11:59 pm - Writing 9-Business Letter (EITHER Letter to Editor OR Letter to Legislator)
SPRING BREAK		
10	3/18-3/22	Environmental Toxins and Health (1980s – present) Readings: Gibbs, 1982; Altman, 2015 Lectures: Triggers; abstracts Due Wednesday/Friday, 11:59 pm -Discussion: Authors; toxins – why, and what are we willing to do to avoid them? Due Thursday, 11:59 pm - Quiz 10 Due Friday, 11:59 pm - Writing 10-Thesis Paper Abstract
11	3/25-3/29	Environmental Justice (Bill Clinton, Executive Order 12898 – 1994) (present) Readings: Chavez, 1986; Bullard, 1990 Lectures: Audience constraints/Maslow; conclude academic writing Due Wednesday/Friday, 11:59 pm -Discussion: Authors; causes of and solutions for environmental injustice Due Thursday, 11:59 pm - Quiz 11 Due Friday, 11:59 pm - Writing 11-Finished Thesis Paper, begin focusing on critically analyzing your solution and your oral Critical Thinking Presentation

Wk	Dates	Topics, Readings & Assignments (Unless otherwise noted, discussions are due Thursdays/Mondays, and quizzes and writings are due on Mondays.)
12	4/1-4/5	Climate Change (present) Readings: McKibben, 2012; Rampell 2015 Lectures: Framing; audience biases; press release & windows Due Wednesday/Friday, 11:59 pm -Discussion: Authors; climate change and solutions Due Thursday, 11:59 pm - Quiz 12 Due Friday, 11:59 pm - Writing 12-Press Release, continue work on oral Critical Thinking Presentation
13	4/8-4/12	Consumerism (present) Readings: <i>The Economist</i> , 2013; Baker, 2015; The Simplicity Collective, n.d. Lectures: Formatting; review/apply illustration & audience concepts Due Wednesday/Friday, 11:59 pm -Discussion: Authors; consumerism & growth Due Thursday, 11:59 pm - Quiz 13 Due Friday, 11:59 pm - Assignment 13-submit draft oral Critical Thinking Presentation to Carmen for Peer Review (watch all your group members' presentations and provide feedback before the next Friday, 4/19)
14	4/15-4/19	Food and Agriculture (present) Readings: Borlaug, 2000; Marshall, 2012; Holt-Gimenez et al. Lectures: Food/agriculture/hunger/pollution; Current writing issues Due Wednesday/Friday, 11:59 pm -Discussion: Authors; agriculture, food, and the environment Due Thursday, 11:59 pm - Quiz 14 Due Friday, 11:59 pm - Assignment 14-Critical Thinking Presentation Peer Reviews, Flier, continue using last week's feedback to improve your oral Critical Thinking Presentation
15	4/22-4/26	Wrap Up No lecture. I'll hold extra office hours for help on oral Critical Thinking Presentations Due Friday, 11:59 pm - Quiz 15 (Comprehensive) & Assignment 15-submit Final Critical Thinking Presentation, [optional Extra Credit-End-of-Semester Feedback]