

Selected Studies in Earth Sciences- Syllabus

ISC 2931, Summer 2021, May 31 - July 2

Course & Instructor Information

Instructor: TBA

E-mail: TBA

Teaching hour: 15 hours

Credits: 1

Office hours: By appointment and TBD

Course Description

This course is scheduled for students who wish to further investigate curriculum presented in (EVR 1001) Introduction to Environmental Science.

Prerequisites

To be taken in conjunction with Introduction to Environmental Science (EVR 1001).

Textbook Information

Essential Environment the Science Behind the Stories, Jay Withgott Matthew Laposata
English; ISBN-10: 0321984579; ISBN-13: 978-0321984579



Course Objectives

- Describe the nature of the biosphere and links between the living and non-living world

- Comprehend the impact of humans and other organisms on the environment
- Understand regional and worldwide population trends
- Recognize the problems associated with solid waste and air and water pollution.
- Differentiate among the various sources of energy in terms of their advantages and disadvantages
- Understand the concept and importance of sustainability.

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

“**A**” grades are given for outstanding work. You are doing extremely well. The student has exceeded expectation.

“**B**” grades are given for above average work. You are doing very well. Improvements will be toward higher refinements of concept.

“**C**” grades are given for average work. You are meeting an acceptable level or expectation. Improvements will be towards acceptable levels of project requirements.

“**D**” grades are given for below average work. You are under-achieving in quality and/or motivation. Improvements will be towards acceptable level of project requirements.

“**F**” grades are given for failure. You are not reaching the expected level for college work. Improvements are to review goals, seek assistance and increase efforts.

Course Content

1. In the EVR1000 Course, we cover the all except the following chapters except Chapters 07, 09, 10, and 17. As the first part of your assignments you will need to choose 2 of these chapters and Answer Testing Your Comprehension Questions in

those chapters as well as Answer one of the Weighing the Issues Questions from those chapters.

For example: You choose Chp 07 Soil Agriculture and the Future of Food. On page (pg) 139 is a Weighing the Issue Question (WtI) on the “Green Revolution” in India and on pg 158 is another WtI Question on Labeling Food, you answer one of these with several paragraphs. On pg 159 are Testing Your Comprehension (TYC) questions 1-10, you will answer all these as complete as you can. The next chapter you choose is Chp 09. On pg 192 is a WtI Question on logging and on pg 196 is WtI question on fire control- you will answer one of these and then on pg 203 are TYC questions 1-10 you will answer all of these. This is an example, you may choose any 2 of the 4 chapters that interest you.

2. Students will visit a zoo, museum, nature area, preserve, or botanical park and report on the impact the environment is having on different animal and plant species. Students will submit a written report, in PDF format, with all required information. Choose one of the two following options:

However, if you are in an area where the zoo or park is closed due to COVID-19 Restrictions or you do not feel safe being out in public because of the pandemic, you may substitute 2 additional chapter write-ups from the first Assignment. I would prefer that you try to visit a zoo or park if possible, but understand if it is not.

Visit a Zoological Park (Zoo)

Select 6 animals to review that are *extinct* (if you visit a museum), *protected* or *imperiled*. Take a picture of each of the species you are reviewing. You may take a picture with the species or place something in the photo so that I know that you took the picture yourself (a token). Do NOT take pictures from online. Take a picture of yourself in front of the

entrance to the zoo and include it in your report. You will submit a typed report that includes the following:

A. For each species:

1. A picture (with yourself or a token)
2. The scientific name (Genus & species)
3. The common name
4. Country of origin
5. Type of habitat that the species prefers (example: forest, desert, grassland)
6. Species status – is it endangered, threatened, species of special concern, imperiled, etc.?
7. Explain why the species is in its special status category (from question #6).

B. Answer the following questions:

1. What was your favorite species that you reviewed? Tell why you selected this one.
2. What is the role of the zoo or zoological park in the conservation of the animals?
3. What is this zoological park that you visited especially known for – it's special thing?
4. Give 2 examples of how a changing climate can affect animals, especially the 6 you chose.
5. Describe your visit to the zoological park or zoo.

When you are done your will turn in:

Pictures with labels and information for part A of 8 different animal species.

Answers to questions for part B.

Type your answers and essays.

Visit a Nature Area, Preserve or Botanical Garden.

Select 8 *plant species* to observe. Take a picture of each of the plants you observed. You may take a picture with the plant or place something in the photo so that I know that you

took the picture yourself (a token). Do NOT take pictures from online. Take a picture of yourself at the entrance to include with your report. You will submit a typed report that includes the following:

A. For each plant species:

1. A picture (with yourself or a token)
2. The scientific name (Genus & species)
3. The common name of the plant
4. Country of origin
5. Type of habitat that the species prefers (example – rain forest, desert, grassland)
6. Species status – is it common, endangered, threatened, species of special concern, imperiled, etc.?
7. If the species is listed as protected or imperiled, tell why.
8. If the species has a commercial or medicinal value, explain how it is used.

B. Answer the following questions:

1. What is the size of the nature area, preserve, or botanical garden that you visited (hectares)?
2. If any of the species that you observed are imperiled, what are the primary reasons that these species are protected?
3. What is the role of the preserve, nature area, or botanical garden that you visited in the conservation of these plants?
4. What is this preserve, nature area, or botanical garden that you visited especially known for – it's special thing?
5. Give 2 example of how a changing climate can affect plants.
6. Describe your visit to the nature park, preserve, or botanical garden.

When you are done your will turn in:

Pictures with labels and information for part A of 15 different plant species.

Answers to questions for part B.

Type your answers and essays.

Academic Integrity

As members of the Seminole State College of Florida community, students are expected to be honest in all their academic coursework and activities. Academic dishonesty, such as cheating of any kind on examinations, course assignments or projects, plagiarism, misrepresentation and the unauthorized possession of examinations or other course-related materials, is prohibited. Plagiarism is unacceptable to the college community. Academic work that is submitted by students is assumed to be the result of their own thought, research or self-expression. When students borrow ideas, wording or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as the student's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized.

Students who share their work for the purpose of cheating on class assignments or tests are subject to the same penalties as the student who commits the act of cheating.

When cheating or plagiarism has occurred, instructors may take academic action that ranges from denial of credit for the assignment or a grade of "F" on a specific assignment, examination or project, to the assignment of a grade of "F" for the course. Students may also be subject to further sanctions imposed by the judicial officer, such as disciplinary probation, suspension or dismissal from the College.