

We shall not cease from exploration, and the end of all our exploring  
will be to arrive where we started and know the place for the first time.  
T.S. Eliot

TCORE 122 Spring 2015 SLN#19595  
122D Meets M/W/F from 8-9:20a. in TLB 115



I prefer to be contacted via email or text and do not respond quickly to voicemails. Please identify yourself in all messages with your full name and the class you are in. This especially applies to text messages. Alternatively, use the smartphone barcode (to the left) to send me a text message with the course information and my phone number already entered.



Please check Canvas and your UW Email regularly (a few times per week) for updates and messages pertaining to this class. Information on Canvas is more current and trumps this syllabus. Canvas announcements are the best way for me to get information class wide. Be sure to set up your notification settings to forward to whatever account or device you want. For example, you can set up to be notified immediately, daily, weekly for when grades are posted.

#### Contact Info:

Instructor: Rus Higley

Phone: 206.715.0576

Email: [rhigley@uw.edu](mailto:rhigley@uw.edu)

Office Hours: Monday and Wednesday 7:15-8:00 in our classroom and by appointment. If the classroom isn't private enough, we can easily go find another space.

#### Course Description:

Humans are impacting the earth in numerous ways. The choices you make can have a positive or negative impact. For example, the cotton in a single t-shirt uses over 800 gallons of water to grow. This quarter we are going to look at many of these, including climate change, e-waste, death by plastic, tragedy of the commons and Affluenza. Instead of a textbook, we'll be using a variety of readings including a comic book that help us explore the choices we make. Your decisions make a difference...choose wisely.

The course stresses a scientific approach toward understanding nature and contemporary problems in the environment. The course treats environmental science as an interdisciplinary study integrating the natural sciences and social sciences. It applies physical, chemical, biological and geological principles to understand ecosystems, the impact humans have on ecosystems, and how these impacts, in turn, affect the human condition around the world.

#### Course Objectives:

Upon successful completion of the course, you should be able to do the following:

1. Students will gain an appreciation for the scientific and non-scientific issues implicit in addressing environmental problems, particularly as they concern conservation of species, habitats, and ecosystems.
2. Students will be able to apply lessons from several case studies to the analysis of novel problems or issues in conservation biology.
3. Students will increase their ability to find, critically read and assess the scientific evidence presented in popular press accounts of conservation issues.

4. Students will become familiar with some of the ethical, scientific, and societal concerns inherent in conservation biology, and become better equipped to evaluate environmental issues as citizens and media consumers.
5. Students will improve their ability to communicate their ideas and opinions through verbal, written, and visual media.
6. Students should be able to recognize, appreciate and respect the multiple and complex “sides” of different environmental problems.

This course addresses the following Student Learning Outcomes of the Environmental Science Program.

- Be conversant in theoretical concepts of the biological and physical sciences and their application to understanding and studying the environment.
- Develop a basic understanding of the humanities and social sciences, and the interdisciplinary connections between these subjects and the natural sciences, in order to understand and solve environmental issues.
- Exhibit the ability to interpret and communicate information related to environmental issues in written and oral forms appropriate to both scientific and non-technical audiences.
- Demonstrate the ability to apply interdisciplinary training to environmental problems of local, regional, national, or global significance.
- Understand the role of individuals and participate in the creation of solutions for environmental problems.
- Participate in engaged inquiry as a means of connecting classroom learning to real-world environmental problem solving and establishing the skills needed for life-long learning

#### Method of Instruction:

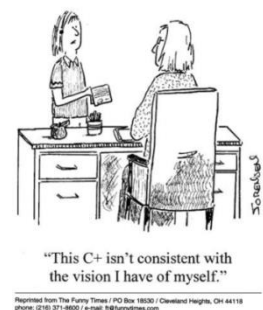
The course will be taught with a hands-on component including lecture, discussion, and lab/field-based studies as well as online materials. There will be exercises in which you can reinforce and demonstrate learning.

#### Attendance Policies:

You are expected to attend classes regularly. **Course material will not be repeated for those who miss a class AND YOU WILL LOSE POINTS.** Consider finding a class buddy or two who can be contacted to get missed assignments, handouts, and lectures.

#### Work load:

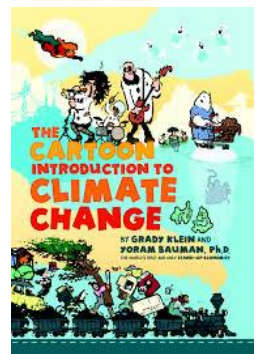
A “normal”, 5-credit, class meets in person for 4 hours/week (3 x 80 minutes). A general rule of thumb is that to do well in the course, a student will need to spend 2-3 hours outside of class for each hour in class. This works out to 8-12 hours per week on your own for your class. I encourage you to take advantage of all the resources available. Additionally, if science does not come easily to you, you will likely find the course even more challenging and therefore it may consume even more time.



#### Required Text:

Cartoon Intro Climate Change, by Klein and Bauman

*Additionally, we will be using a combination of articles and chapters, which I will provide as PDFs, and an online textbook which can be found at <http://www.learner.org/courses/envsci/index.html>.*



#### Software:

Most UWT computers have been converted to Microsoft Office 2010 and 2013, and I am using 2013 now as well. Unfortunately, there is an incompatibility between the current and earlier versions that can be quite annoying. If you are using 2007 or later,

there should be no problem. If you are using an earlier version and are having trouble viewing my files, you can download a free fix from Microsoft. Alternatively, the 2013 version is available for students from the UW Bookstore at a very reasonable rate (\$10). I prefer to receive electronic work in standard formats with pdf being the preferred (.doc or .docx, .xls or .xlsx, .ppt or .pptx,) and will return your work and consider it late if I am unable to open it. Please do not send me the following formats: .zip, .wps, or no extension.

### Tests and Grading Policy:

University of Washington Tacoma's grading policies and grading symbols are in the latest catalog. It is recommended that these be reviewed.

- Only grades of a 0.7 or above will earn credit at the UWT. Below 0.7, the assigned grade is a 0.0.
- *Withdrawals:* Students who have not officially withdrawn from the class by the official withdrawal date will receive a grade based on the work they have completed to that date, even if they have stopped attending class. Be aware that, if you stop coming to class and do not withdraw, you are likely to earn a 0.0 in the class, which will remain permanently on your transcript. It is very hard for your grade point average to recover from such a grade. I cannot withdraw you after that date.
- *Incompletes:* An "incomplete" is a grade on your transcript that is converted to a decimal grade when you finish all of your work for the course. It is intended for students who are successfully passing the course until the very end, when they encounter a major emergency, such as a car accident or hospital stay. It is not intended for students who have failed to turn in most of the work over the course of the quarter. Students requesting an incomplete must have finished at least 80 percent of the course work and have an approved and documented reason for not completing the course. Incompletes must be completed in a certain time frame; if the work is not completed within that time, the incomplete converts to the grade the student earns without having done that work.
- *Late Assignments:* All assignments and projects are due by the start of class. Anything after 15 minutes will be considered late. Late assignments are worth at most only 50% of their total points and will not be accepted more than ONE week after their due date. I will not accept assignments after the last class prior to the final.
- *Grades:* Grades will be assigned on a decimal grading scale. The scale is based upon your earned percentage of the total possible points

	%			%			%			%			%	
A	4.0	95	B+	3.3	88	B-	2.6	81	C	1.9	71	D+	1.2	63
A	3.9	94	B+	3.2	87	B-	2.5	80	C-	1.8	69	D	1.1	62
A	3.8	93	B	3.1	86	C+	2.4	79	C-	1.7	68	D	1.0	61
A-	3.7	92	B	3.0	85	C+	2.3	78	C-	1.6	67	D	0.9	60
A-	3.6	91	B	2.9	84	C+	2.2	77	C-	1.5	66	D-	0.8	59
A-	3.5	90	B-	2.8	83	C	2.1	75	D+	1.4	65	D-	0.7	58
B+	3.4	89	B-	2.7	82	C	2.0	73	D+	1.3	64	F	0.0	57

**Grades are broken down into percentages not total points.** In other words, if you get 50% of the Class Quizzes, you will have 5% (a 50% grade on 10% of your total course grade) towards the course total. Points are relevant only within the category as everything is generally recorded as a percentage.

One class quiz, one discussion, one study guide, and one class activity/lab will be automatically dropped from the grades. Bonus opportunities are limited and not guaranteed.

Category	Percentage of Total
Class quiz	10%
Lab/Class Activities/Special Assignment	25%
Discussions	10%
Public Service Announcement	15%
Study Guide Questions	10%
Exam	30%

Miscellaneous:

- I will respond to emails and phone messages within 2 business days.
- You are responsible for your access to a computer that meets the technical requirements for this class. Technical problems are not considered valid excuses for late or incomplete assignments. Have a backup plan, and plan ahead!
- No make-up exams will be given, except in extreme circumstances and unless prior arrangements have been made. If you can't make an exam for any reason, call me ASAP and if necessary leave a message.
- Reading assignments should be completed before the corresponding lesson.
- For important dates go to <http://www.tacoma.uw.edu/calendar>
- *The instructor reserves the right, with notification, to revise this syllabus or class schedule as necessary.*

Personal expectations of instructor and students:

- I recognize and respect diversity of ethnicity and race, gender, sexual identity, class, age, and disability. Differences provide us with opportunities to learn new things, compare experiences, test our assertions, understand ourselves better, and find common ground. Differences also sometimes engender conflict. In the midst of that conflict, I ask everyone to maintain a language and an attitude of respect.
- Academic integrity is central to the mission of this institution. If you cheat your way through college, the degree at the end has no meaning. If you assist others in cheating, or don't report students who you know are cheating, it minimizes the value of the degree that you worked for. If you engage in academic dishonesty, you will receive, at a minimum, a grade of zero for that assignment.

*In other words, cheaters are total tools, and UWT strives to be a tool-free environment. Students are usually reluctant to report cheating incidents. However, I encourage you to tell me if you observe cheating. I will not identify you unless you give me permission. Students can hide cheating from instructors, but not other students. In other words, if the person next to you is a total tool, I want to know about it.*

- As an instructor at the University of Washington, Tacoma, I will endeavor to insure that this classroom is free of any harassment, which has the purpose or effect of creating an intimidating, hostile or offensive learning environment. Furthermore, I will insure that each female and male has an equal voice in this class and that each voice is equally valued.
- Behavior that disturbs the class is not acceptable and the student may be asked to leave the area. This especially includes but is not limited to the usage of cell phones (*silence them*).

- To be a successful student in our class, you need to do the following:
- **Ask for help...**before something is due. This can be the week or hours before it is due. It is NOT 2 minutes before class starts.
  - **Bring your questions...**and don't be afraid to ask them. I guarantee others have similar questions.
  - **Come to class...**ready to learn with the supplies you need (pen/pencil, paper, brain food, etc).
  - **Do the work...**Lab/class activities, discussions and study guide questions are intended to be easy points. Lab points are earned by participating in class although there may also be a take home component in the grade. Don't waste these points.

Academic Support Services:

The Teaching and Learning Center (TLC) offers academic support for students at all levels. For writing, reading, learning strategies and public speaking needs, please make an appointment online at: <http://rich65.com/uwttlc/> or drop by KEY 202 during drop-in hours; 10-11 and 3-4 (M-Th) and 10-11 (F). Writing support is also available at our online writing center at [uwtwrite@u.washington.edu](mailto:uwtwrite@u.washington.edu) More information about our online writing center is available at: <http://www.tacoma.washington.edu/tlc/writing/onlinewritingcenter.cfm>. For math, stats and quantitative needs, assistance is available on a drop-in basis in KEY 202. Please check our schedule at: <http://www.tacoma.washington.edu/tlc/math/schedule.cfm> For special needs, please contact Ingrid Horakova at [horaki@u.washington.edu](mailto:horaki@u.washington.edu)

Email:

I will reply to all student emails I receive, outside of Canvas, with, at minimum, a "received". If you do not get that from me, I have NOT received your email. Canvas keeps a log of all emails sent.

**Remember we are all in this together. If you need help ask.  
If you see someone in need of help, offer your assistance.**

