TCORE 122B Tentative Class Schedule

Any changes will be announced in class, via email, and on Canvas.

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| **Week** | **Lecture Topics and Exercises** | **Tasks/Due Dates**  |
| 1 T 3/31    Th | Syllabus, Canvas, participation rubric, form groups, How to study for a college science class, Lecture: Scientific Method and Graphing Data Scientific Method ExerciseGraphing Exercise Lecture: Scientific method and Graphing DataLecture: History of urbanization in western WA | Complete the survey on Canvas after first class**Thur:** Read “Pre-reading: How to read a graph”Watch recorded lecture on error bars after class  |
| 2 T 4/7  Th | Carole Svensson: Using the library website, Evaluating literature, and CSE format (Booked sp. 15)CSE citation format exercise, discuss annotated bibliography Lecture: History of urbanization in western WALecture: Ecosystems and Nutrients Making graphs in Excel (we will complete this in SCI 109 (booked for Sp15)) | **Tues:** “How to read a graph” assignment is due**Thur:** 1. Understanding Uncertainty Assignment2.Complete Unit 2 Pre-lecture assignment |
| 3 T 4/14  Th | **Quiz 1**Lecture: Ecosystems and Nutrients Measuring the water table in local wells with Dr. GawelLecture: Ecosystems and Nutrients **Video:** “Poisoned Waters” (Part 1) | **Thur**: 1. Annotated Bibliography Due 2. Upload your water table spreadsheet **after class** today |
| 4 T 4/21  Th | **Field trip: Central Wastewater Treatment Plant***Note to student driver: bring TWO signed documents to MAT 004***Plankton exercise in SCI 211**, finish part 1 of video, Exam Review (time permitting) | **Tues:** “Examining a Scientific Paper” Assignment Due **Thur:** **Meet in SCI 211 (Sp15)** |
| 5 T 4/28  Th | **Exam 1** followed by **Small Group Instructional Diagnosis**In-class activity on pollution lecture**Video:** “Poisoned Waters” (Part 2) Lecture: Water Use and Stormwater  | **Tues:** Complete Unit 3 Pre-lecture assignment**Thurs:**Watch recorded lecture on “Pollution,” take notes, and complete worksheet |
| 6 T 5/5 Th | Lecture: Water Use and Stormwater Lecture: Water Use and Stormwater Time for questions regarding rough draft? Jeff (TLC) presentation on Paraphrasing (last 30 min.) Booked sp15 | **Tues:** Complete Unit 4 Pre-lecture assignment |
| 7 T 5/12   Th | **Field trip – Low Impact Development and stormwater in Tacoma***Note to student driver: bring TWO signed documents to MAT 004*Peer Review followed by mini-conferences with your instructor regarding rough draft  | **Tues:** “% impervious surface in your neighborhood” is due **Thur**: Rough draft for peer-review\* |
| 8 T 5/19   Th | Finish stormwater lecture (guest lecturer), Presentation Tips (format and delivery)Review for Exam 2**Exam 2** | **Tues:** Rough draft due |
| 9 T 5/26 Th | Exercise relating to exam 2 contentLecture: Habitat Alterations Discuss rough draft comments and group time in WG 108Lecture: Habitat Alterations | **Tue:** 1. Complete Unit 5 Pre-lecture assignment2. Bring the most updated electronic copy of your paper |
| 10 T 6/2   Th | Lecture: Habitat Alterations Group PresentationsReview for Comprehensive FinalAll Remaining Group Presentations, Practice final exam (will post Recorded Review of the mini final questions that we aren’t able to discuss in class) | **Tue**: Final Draft and graded rough draft Due |
| 11 Th 6/11 | **Thursday, June 11th - Comprehensive Final** | FINALS WEEK |

\*\* *Every person* within each group should bring one **stapled** copy of your rough draft for the peer review session. Obviously, those in the same group will bring copies of the same paper.

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| **Assessment** | **Content (What to study)** |
| **Quiz 1** | Lectures: “Scientific Method and Graphing Data” and “History of Urbanization in Western Washington Popular vs Scholarly; Primary vs. Secondary literatureStudy relevant in-class exercises  |
| **Exam 1** | Quiz 1 material, Ecosystems & Nutrients lecture, Wastewater Field Trip (see study guide on Canvas), Plankton Exercise, relevant in-class exercises |
| **Exam 2** | The lecture material covered after exam 1, recorded lecture on pollution, Center for Urban Waters field trip (see study guide on Canvas), water use and stormwater lecture, relevant in-class exercisesCSE format (I will provide the CSE guide for you to use) |
| **Final Exam** | 1. Habitat Alterations lecture
2. Comprehensive Review of topics covered in this class
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Office of Undergraduate Education

TCORE 122 – Section B Spring 2015

**Where the water meets the road:**

**Examining the environmental impacts of urbanization on aquatic ecosystems**

Lecturer: Erik McDonald

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| --- | --- |
| Class Times | T, Th 10:15-12:20pm |
| Class Location | GWP 212 |
| Office Hours(or by appointment) | T, Th 9:00-10:00amOffice Location: Science 102D |
| Contact  | emcdonal@uw.edu | (253)692-4667 |

After Day 1:

- Print Pres/Paper Guide

- Read Annotated Bib. Assignment

- Print CSE Guide

After Day 1:

- Read syllabus thoroughly

- Check out Canvas

- Complete the survey

- Study

Librarian: Carole Svensson

**COURSE DESCRIPTION**

How do *your* actions impact the aquatic organisms living in Puget Sound? As the human population continues to climb, more and more people are migrating to urban areas. This in turn imposes greater stresses on adjacent water bodies and other natural resources. This class seeks to explore the growing urban centers around the world and their associated environmental impacts on neighboring aquatic ecosystems. We will also address practices that promote sustainable living in urban areas.

**CORE**

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

**COURSE SITE** Canvas: <https://uw.instructure.com>

We will use Canvas as our online course management program. Your instructor will post PowerPoint slides (as a .pdf), readings, assignment descriptions and drop boxes, helpful links, etc. to the course site. In most instances, you will be asked to **submit assignments for grading through our Canvas** **site**. Click on the link posted on Canvas if you need help using this course management system.

\* Submit all documents on Canvas as a **.doc, .docx, or .pdf**.

**LEARNING OBJECTIVES**

In this course, you will learn to:

*Communication/Self-Expression*

• formulate an original thesis-driven argument and sustain it in both written and verbal communication.

• express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.

• identify, analyze, and summarize/represent the key elements of a text.

*Global Perspective*

• think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.

1. recognize the value of obtaining a historical perspective of events as being relevant and useful to guide future decision-making.

*Inquiry and Critical Thinking*

• approach complex issues by taking a large question and breaking it down into manageable pieces

1. make meaningful connections among assignments and readings in order to develop a sense of the “big picture.”

• collect, evaluate, and analyze information and resources to solve problems or answer questions.

**REQUIRED TEXTS**

* There are no required textbooks for this class.
* All required readings and recordings are posted on Canvas in the “Modules” section.

**COURSE REQUIREMENTS**

*Exams and Quiz*

The exams and quiz will cover lectures, videos, discussions, and in-class exercises. I expect your answers to include as much detail as was provided in lecture. Each exam/quiz will include multiple choice, fill-in-the-blank, and short answer/essay questions. See the first three pages of the syllabus for exam and quiz dates and content. A makeup exam will only be granted under extenuating circumstances (i.e., illness with doctor’s note). The instructor must receive notification of your absence **before the exam begins**.

Use the restroom before class, especially on exam days. If you have to leave during an exam, you will need to turn in your work without the opportunity to finish upon return. The use of electronic devices is strictly prohibited during exams without DSS documentation.

Lecture will follow each exam, *excluding the final*, unless otherwise stated.

*Assignments*

Read each assignment *well before* the due date and ask your instructor for clarification if needed. Assignments are to be completed individually, unless otherwise stated. Electronic submissions must be in one of the following formats: .doc, .docx, or .pdf. Your instructor may not be able to access other formats. **Inaccessible documents will be given a zero grade.** Graded assignments cannot be redone for a grade increase. Review the first two pages of this document for due dates/times.

You will also be required to complete and turn in four “Pre-lecture Assignments” (units 2, 3, 4 and 5) over the quarter. Pre-lecture assignments are posted on Canvas and require you to read the posted material, define a list of terms, and answer questions pertaining to an upcoming lecture. Do not “Google” these terms; use the posted readings. These are to be hand-written and brought to class on the date shown in the schedule. This is part of your participation grade (see the “*Participation*” section below). During class, you will complete a worksheet that based on the material that you examined while completing your pre-lecture assignment.

*Group Presentation and Paper*

The class will conclude with group presentations that provide a global context to the environmental threats faced by organisms in aquatic ecosystems near urbanized areas. In addition to an oral presentation, each group will write a concise paper (**1 paper per group**) summarizing the issues stated above. The focus of this paper and presentation should be on aquatic organisms, not human health concerns. Several exercises and assignments will be completed throughout the quarter to prepare each group for their presentation and paper. See the “Paper and Presentation Guide” on Canvas for more information. Due dates are listed on the second page of the syllabus.

 **You will submit both your rough and final drafts as hard copies**. The final draft should also include the graded rough draft with instructor comments. Please review the rubrics for both the rough and final draft that is posted on Canvas.

*Group Work*

Group work is to be equally distributed among the members of your group. Please inform your instructor if a group member is not doing his/her share of the work and you have tried unsuccessfully to resolve the issue. You are still responsible for turning in a completed paper/presentation even if one or more of your group members drops the class or fails to participate. Those who do not contribute will receive a score of zero for that assignment.

*Late Work*

Deadlines, unless otherwise stated, are at the **beginning of class** on the due date. If you turn in the assigned material after class starts, it will be considered late. Any late assignment will receive a **deduction of 10% for each 24-hour period** that it is late. The assignment will not be graded after the fifth day.

*Field Trips*

Field trips provide an opportunity for students to connect lecture topics with ‘real-world’ issues through experiential learning. Please show up on time and come prepared (warm clothes, NO OPEN TOED SHOES OR SANDALS, rain gear, pencil, paper, etc.). Those who are not prepared may lose the opportunity to attend the field trip. You will be tested on information presented during our field trips, so make sure to take good notes.

*Participation*

Students must be prepared for lectures, student-led discussions, and in-class exercises and reflections. In order to earn full credit for participation students must ask/answer questions, contribute to class discussions and collaborative work, complete “Pre-lecture Assignments” posted on Canvas above that unit’s lecture, and turn in all in-class exercises. *You cannot make up missed in-class exercises*. Refer to the participation rubric posted on Canvas for a more detailed description of how this will be assessed.

*Extra Credit (Optional)*

Participate in at least 4 hours of volunteer-work on a habitat restoration project or other approved activity, and write a two to three page paper about your experience. In return, you will receive **up to a 2% increase in your overall grade**. Your paper should explain what the project was, who sponsored/organized the project, and what the broad goals were for the project. Your paper should also include a reflection on your experience (What did you take away from this experience? How does your volunteer experience relate to this class?). This paper must be turned in by the last class meeting before the final exam. No exceptions will be made regarding the due date. *See the “Volunteer Opportunities” link on Canvas for some possible events*.

**GRADING**

Exams 190 pts. (2 exams @ ~60 pts each + ~70 pt final)

Quiz 10 pts.

Assignments:

 How to Read a Graph 10 pts.

 Understanding Uncertainty 9 pts.

 Examining a Scientific Paper 7 pts.

 Annotated Bibliography 10 pts.

 % impervious surface in your neighborhood 5 pts.

Paper:

 Rough Draft 15 pts.

 Final Draft 20 pts.

Presentation 20 pts.

Participation 15 pts.

Total 311 pts.

Grades for the class will be based on the summed percentage for all assignments and assessments combined, according to the following breakdown:

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| --- | --- | --- | --- |
| 4.0 ≥95% | 3.0 85 % | 2.0 75 % | 1.0 65 % |
| 3.9 94 % | 2.9 84 % | 1.9 74 % | 0.9 64 % |
| 3.8 93 % | 2.8 83 % | 1.8 73 % | 0.8 63 % |
| 3.7 92 % | 2.7 82 % | 1.7 72 % | 0.7 60-62 % |
| 3.6 91 % | 2.6 81 % | 1.6 71 % | 0.0 <60 % |
| 3.5 90 % | 2.5 80 % | 1.5 70 % |  |
| 3.4 89% | 2.4 79 % | 1.4 69 % |  |
| 3.3 88 % | 2.3 78 % | 1.3 68 % |  |
| 3.2 87 % | 2.2 77 % | 1.2 67 % |  |
| 3.1 86 % | 2.1 76 % | 1.1 66 % |   |

**RESOURCES AND OTHER INFORMATION**

*Teaching and Learning Center*

The Teaching and Learning Center (TLC) offers free academic support for students at all levels. For writing, reading, learning strategies and public speaking needs, please make an appointment online at: [http://uwttlc.mywconline.com](http://uwttlc.mywconline.com/index.php). Writing support is also available at our online writing center at: uwtwrite@uw.edu. More information about our [online writing center](http://www.tacoma.uw.edu/teaching-and-learning-center/online-writing-center) is available on our website. For math, stats and quantitative needs, assistance is available on a drop-in basis in Snoqualmie 260; please [check our drop-in schedule](http://www.tacoma.uw.edu/teaching-learning-center/drop-tutoring-schedule). For special needs, please contact Carolyn Maxson at cmaxson@uw.edu.

*Academic Standards/Plagiarism*

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions. A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the Academic Honesty: Cheating and Plagiarism document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

<http://www.tacoma.uw.edu/interdisciplinary-arts-sciences/undergraduate-resources#academic_honesty>

*Library*

The UW Tacoma Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For assistance or to schedule an appointment, visit us at the Reference Desk in the Library, email tacref@u.washington.edu or phone 253-692-4442. For more information about the Library and its services, see [www.tacoma.uw.edu/library](http://www.tacoma.washington.edu/library/)

*Electronic Devices*

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may NOT be used in the classroom unless otherwise stated by the instructor. Those interested in using a laptop must first obtain permission from the instructor.

*Disability Support Services (Student Health and Wellness – SHAW)*

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522, or visit [www.tacoma.uw.edu/dss](http://tacoma.uw.edu/dss).

*Campus Safety Information*

<http://www.tacoma.washington.edu/safety/emergency/Emergency_plan.pdf>

*Safety Escorts*

Safety Escorts are available Monday - Thursday 5:00pm - 10:30pm. They can be reached either through the duty officer or by dialing #300 from a campus phone.

*In case of a fire alarm*

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

*In case of an earthquake*

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web‚ or email.

*Inclement Weather*

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.

UWT Email Policy:

<http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf>