

HS 320: Environment, Health, & Technology

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Office Hours: T & W: 11am - 12 :00pm
Thurs.: 11am - 1:00pm or by appointment

COURSE DESCRIPTION:

An analysis of the changing global environment, its relationship to human health and technology will be considered. Historical impact, current concerns, and future projections will be addressed. Selected topics include health effects of environmental concerns including radiation, water and air pollutants, antibiotics, emerging infectious diseases and global overpopulation. Case studies will be presented.

REQUIRED RENTAL TEXTS:

Nadakavukaren, Anne. 2006. *Our Global Environment, A Health Perspective*. 6th Edition. Waveland Press, Inc. ISBN: 1-57766-402-7

CORE ABILITIES:

Communicate Effectively - verbally & in writing
Think Critically
Exercise Problem-Solving Skills
Work Collaboratively in Diverse Teams
Respect Cultural Diversity & Pluralism

COURSE GOALS:

When this course ends, participants will be able to:

- 1) Recognize areas of interaction between human society & the natural environment.
- 2) Identify the individual, social, cultural, and ecological factors that influence environmental sustainability and express interdisciplinary viewpoints.
- 3) Evaluate competing scientific claims that inform environmental debates.
- 4) Develop & demonstrate effective oral & written communication skills.
- 5) Use research effectively.

LEARNING COMPETENCIES & OUTCOMES: (Blooms taxonomy verbs)

The learner will:

- 1) Analyze (analyze) impacts of human activity & technology use on the environment.
- 2) Assess (evaluate) the complex interrelationships existing between human activity, technology, health (individual & community), and the environment.
- 3) Propose (synthesize) plans to decrease environmental hazards.
- 4) Argue (evaluate) environmental issues, identify interest groups and clarify conflicts arising from various points of view.
- 5) Recognize (analyze) social, economic, political, ecological, and ethical ramifications of potential solutions to problems/issues surrounding the environment, health, and technology.
- 6) Analyze (analyze) potential long and short-term impacts potential solutions have on the environment and recognize (analyze) that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.

- 7) Participate (apply) in opportunities influencing decision-making processes related to health and environmental quality in years to come.
- 8) Apply knowledge and skills, working in interdisciplinary ways to solve problems.

SHCP PROGRAM GRADUATE OUTCOMES:

By the conclusion of the academic program in SHCP, graduates clearly demonstrate the following skills, knowledge, attitudes, & behaviors:

*Critical Thinking *Communication *Collaboration *Professionalism

FINAL COURSE OUTCOME / ARTIFACTS:

These materials can be used as supportive artifacts demonstrating development & proficiency in communication and can be illustrated within a professional program performance learning outcome (PLO) portfolio. (HS program – use artifacts in HS 499 portfolio development).

- Expository writing examples: Research, Synthesis, & Compare & Contrast exercises, reflection papers.
- Team presentations: Debate / Sustainability brochure / Topical presentations which includes written supportive materials.

SUPPLEMENTAL READING ASSIGNMENTS:

Journal articles or other readings may be assigned and available for access in the Content section of D2L. These supplements enhance your learning experience.

VIDEO REFERENCES:

Video selections, excerpts or current news may be used to emphasize selected issues. Videos available in D2L include the following:

<i>Radically Simple</i>	<i>Rachel Carson's Silent Spring</i>
<i>An Inconvenient Truth</i>	<i>ABC News Special Report: Earth 2100</i>
<i>Toxic Waste Trials</i>	<i>Standing on Sacred Ground Series</i>
<i>New Industrial Revolution</i>	<i>World According to Monsanto</i>
<i>Bitter Seeds</i>	<i>Deconstructing Supper</i>
<i>A Fierce Green Fire</i>	<i>Future Food Series</i>

SUGGESTED INTERNET SITES:

Sites supported by the following agencies/databases/key words are suggested:

Website for purchased Text: www.earth-policy.org

Centers for Disease Control	National Library of Medicine
Disease and Environment	National Institutes of Health
Environment and Disease	MedLine
ABC News, CBS News, CNN, BBC	USA Today
Public Access, NPR	WHO, NATO, WWF

ATTENDANCE:

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class! In most class meetings you will have at least one project, exercise, or discussion that will impact your grade. Your class discussions will count toward participation. Physical absence from class is *only excused* with written documentation (doctor’s excuse, printed obituaries, coaches’ note for games, military service, etc.). Please respect your classmates & faculty by letting them know if you are unable to attend class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research.

Attendance scoring will be as follows:

0-1 absences = 100 points	5 absences = 60
2 absences = 90	6 absences = 50
3 absences = 80	7 or more = 0
4 absences = 70	

Each F2F class period will begin with a discussion of current news items concerning “Environment, Health, and Technology.”

GRADING SYSTEM:

Total point value places participants into grading categories listed below. Grades are based on actual achievement and are **NOT rounded:** Percentages provided are of total possible course points earned.

Proficient:	A 94-100%	A- 92-93%	
Emerging:	B+ 89-91%	B 86-88%	B- 83-85%
Basic:	C+ 81-82%	C 75-80%	C- 70-74%
Undeveloped:	D 65-70%	F below 64%	

LATE WORK:

Work not submitted by established deadlines is subject to penalty. From the score EARNED, penalties will be assessed as follows: Minus one FULL letter grade from what was earned per week.

DERIVATION OF COURSE GRADES:

1. Exercises (25%):

Writing Exercises:

A series of exercises relating to researching, developing the ability to synthesize and compare and contrast concepts will be completed.

Research Exercise:

The purpose of this exercise is exposing class participants to finding and using juried, refereed, peer-reviewed research articles for supporting the development of written assignments. A variety of databases will be explored for identifying suitable literature. Participants will find a minimum of 12 juried, peer reviewed refereed journal articles supporting the environment, health or technology topic selected for the purposes of debates & developing written course work. Students will produce an annotated bibliographic listing of this content for submission. These resources will also be used for the written synthesis exercise.

2. Papers (25%):

Reflection Papers (2):

Students will reflect upon and write about their observations of evidence presented and what they learned from classroom research/debates/discussions/challenges. These are to be reflective of the news presented in class, class discussions, evidence provided, and further research to support/refute the ideas presented. Written presentation style of these papers must follow style guidelines for APA or MLA, include a bibliography, and reflect professionalism. These essays should demonstrate synthesis of ideas while incorporating current news/events and concepts. Reflective essays require recognizing and taking various viewpoints (Interdisciplinary perspectives) and incorporate global public policies into its content development. These papers are to be no longer than TWO pages in length (1page single spaced).

Sustainability Brochure:

An environmental sustainability brochure will be developed as a member of a team on select topics. Topics must be approved by course facilitator to prevent duplication prior to beginning. Brochures will be “presented” in class in an open forum. Brochures should be aesthetically pleasing, contain bulleted, simple information including both local/global application; cost/benefit analysis, and a minimum of 4 credible and appropriate references. Examples of prior work will be available for review in class.

3. Participation (50%):

Oral Presentations:

- 1) Debates/Discussions – Debate and discussion details will be explained during the course. Debates about a variety of Environmental, Health & Technology topics will be conducted and will maintain an evidence based and interdisciplinary framework for presentation.
- 2) Sustainability Brochure – see above “Papers” section
- 3) Group Presentation – Groups will be assigned and given time to prepare a presentation on various topics relating to the impact of humans on the environment. Groups will provide case studies illustrating a problem and suggest possible solutions based upon research.

Environmental Challenges:

Students will be given information regarding various environmental issues/topics each week. Students will then be challenged to discover their own impact on the environment based upon personal lifestyle choices. Written reflections will be collected to assess progress in becoming responsible global citizens, discovering personal accountability, awareness of social equities, and becoming more environmentally sustainable. Evaluation guideline provided.

Newsflashes:

Each class period will begin with a discussion of current news concerning “Environment, Health, and Technology.”

COMMUNICATING WITH YOUR INSTRUCTOR:

1. **Email** is the quickest way to reach me at mshulfer@uwsp.edu. I will respond or talk with you in person in a reasonable amount of time (~24-48 hours). Please note, I do not check email on a regular basis after 5 pm. It is not uncommon for instructors to receive as many as 100 emails from students, university & professional committees, etc. in a day. Please be respectful and professional in all correspondences. Yours should be clear, concise, include the course number, section, and your student ID #.
2. **Phone:** You may call my office at 715-346-2780. Please leave a voicemail if I do not answer.
3. **Office hours:** I am available without an appointment on the days/times listed above. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. I do not hold normal office hours during the following weeks: Thanksgiving week, Christmas break, Winterim, Spring Break, Summer Break, or finals weeks.

GUIDELINES FOR COURSE SUCCESS

- 1) **Course requirements:** Always consider the detail of course requirements provided in both the learning objectives and evaluation rubrics.
- 2) **Discussion / Participation guidelines & evaluation:** ALL discussions & ALL assignments are required to achieve a final grade in this course. This includes *active engagement in classroom discussions each class*. Your grade for class participation will be based on the *frequency and quality* of your contributions. Quality participation are considered thoughtful contributions that demonstrate critical thinking related to the course material. Low quality contributions (long-winded excerpts from course materials, comments such as "I agree" or "Yes/No") will not contribute toward the frequency of your participation. Contributions could pose questions to promote critical thinking. Time during class can be used to discuss issues related to the course material, case studies, research articles or other relevant topics.
- 3) **Cell Phones:** As a courtesy to others, cellular phones are to be shut off and stored during class periods after use for environmental "newsflashes".
- 4) **Performance Based – It's about learning!** Your success is the main goal of any learning experience. In performance-based adult learning coursework, we carefully identify what you need to be able to do as a result of learning. Next we determine how you can show that you have learned these skills. Finally, we plan learning activities to develop the skills, knowledge, and attitudes required in society. Benefits for you:
 - ** You will learn skills and knowledge that you can & will apply, rather than outlines of information.
 - ** You are actively involved in the learning. We design learning activities and assignments that teach you to solve problems and to learn on your own.
 - ** When a learning experience is completed, the results are documentation of the skills and knowledge you have learned. You can use this information when you seek employment, admission to further education, advanced standing or transfer of credit.

ACADEMIC HONESTY & MISCONDUCT

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

Plagiarism - presenting someone else's words, ideas, or data as your own work.

Fabrication - using invented information or the falsifying research or other findings.

Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

1. Copying from another learner's work
2. Allowing another learner to copy from your work
3. Using resource materials or information to complete an assessment without permission from your instructor
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor
6. Taking a test for someone else or permitting someone else to take a test for you

Academic Misconduct - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes is NOT ACCEPTABLE. UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf for more information.

This course uses the plagiarism detection software, **TurnItIn**™.

Specific UNIVERSITY sanctions that typically apply to cheating during test-taking or to cheating on class assignments are listed below.

1. **Warning**. A warning will be issued if the incident cannot be verified beyond a reasonable doubt. A warning is a verbal or written notice to you that your conduct may be in violation of UWSP and/or SHCP's rules and regulations. Continuation of such conduct or actions may result in further disciplinary action.
2. **Grade Reduction**. Reduction by one full letter grade of your grade for the course (example B to C) will be implemented if you have previously committed no verifiable acts of cheating.
3. **Failure of course**. A failing grade for the course will be assigned if you have previously participated in at least one verifiable act of cheating.

INCLUSIVITY:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it by contacting the Dean of Students office directly at dos@uwsp.edu.

CONFIDENTIALITY:

Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.

EQUAL ACCESS FOR STUDENTS WITH DISABILITIES:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. *If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

HELP RESOURCES:

<u>Tutoring</u>	<u>Advising</u>	<u>Safety and General Support</u>	<u>Health</u>
<u>Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568</u>	<u>Academic and Career Advising Center, 320 Albertson Hall, ext 3226</u>	<u>Dean of Students Office, 212 Old Main, ext. 2611</u>	<u>Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646</u>

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by contacting the Dean of Students office or by calling university police (911).