

Health Science 320: Environment, Health & Technology
Course Syllabus Fall, 2018
(GEP: ER, IS)

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Office Hours: Tuesdays & Thursdays F2F on UWSP campus 11~1145
no appointments necessary or scheduled ~just stop in!
Virtual Office: Instructor will be available via cell phone/online the following times:
10~4 pm daily M/W/F & weekends
Times Unavailable: Tuesdays 11-6:30pm (cst)/Thursdays 11:30~5 (cst)
Wednesdays 4pm~ til 11am next morning

Location & Time: Sec.2 FULLY ONLINE

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 TEXTS:

Rental:

Nadakavukaren, Anne. 2011. *Our Global Environment, A Health Perspective*. 7th Edition. Waveland Press, Inc. ISBN:

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 environmental responsibility 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.
3. Assess (evaluate) the complex interrelationships existing between human activity, technology, health (individual & community), and the environment.
4. Propose (synthesize) plans to decrease environmental hazards.
5. Argue (evaluate) environmental issues, identify interest groups and clarify conflicts arising from various points of view.
6. Recognize (analyze) social, economic, political, ecological, and ethical ramifications of potential solutions to problems/issues surrounding the environment, health, and technology.
7. 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.

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

SHCP Program Graduate Outcomes:

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

*Critical Thinking *Communication *Collaboration *Professionalism

Final Course Outcome/Artifacts:

Expository writing examples: Reflection papers.

Individual presentations & projects: Sustainability brochure, Interdisciplinary (IS) "perspectives" presentation, both including written supportive materials.

These materials can be used as supportive artifacts demonstrating development & proficiency in Environmental responsibility and Interdisciplinary Studies and can be used for illustrating same within a professional program performance learning as part of the General Education Program (GEP) requirements. Course artifacts can be used for documenting Performance Learning Outcomes (PLO) within a portfolio. (HS program – artifacts can be used for HS 499 portfolio development).

SUPPLEMENTAL READING ASSIGNMENTS:

Journal articles or other readings may be assigned and available for access in Canvas. Supplements are selected to enhance your learning experience.

VIDEO REFERENCES:

Video selections or excerpts may be used to emphasize selected issues. Current news stories are also used.

Radically Simple
An Inconvenient Truth
Toxic Waste Trials
New Industrial Revolution
Bitter Seeds
A Fierce Green Fire

Rachel Carson's Silent Spring
ABC News Special Report: Earth 2100
Standing on Sacred Ground Series
World According to Monsanto
Deconstructing Supper
Future Food Series

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
 Disease and Environment
 Environment and Disease
 ABC News, CBS News, CNN, BBC
 Public Access, NPR

National Library of Medicine
 National Institutes of Health
 MedLine
 USA Today
 WHO, NATO, WWF

Course Grades:

This course meets the requirements for ER/IS (GEP). As such, most of your course grade is determined through participatory assignments using a variety of social media & written assignments. Various campus resources are available to you for improving writing skills. It is recommended to begin assignments early and follow guidelines provided by the instructor.

25% Papers:

3 Reflections & Sustainability Brochure

50% Environmental Project Green Challenge (PGCs) Completion:

Environmental Challenges (points assigned vary with complexity)

25% Group Interaction/Participation

Interdisciplinary Individual and/or Group Video "Sharing" about specified topic & associated views per research (Choices: Water shortages OR Climate Change~ tbd by group consensus)

Late Work:

The course is available ONLINE, however, please note it is NOT "self-paced". A schedule of work (course calendar) has been established to assure your successful completion of the required coursework. Students are always encouraged to "work ahead" and will not be penalized for doing so, especially considering the wide variety of roles we all fulfill in life. Please note work not submitted by established deadlines is subject to penalty. From the score earned, penalties will be assessed as follows: 1 day=1 FULL letter grade; 2 days=2 FULL letter grades; 3 days beyond established deadline=automatic failure.

Assignments:**1. Papers:**

- **Reflection Papers** (3): Students will reflect upon and write about their observations of evidence presented and what they learned from 1) classmate sustainability brochures; 2) video "sharing" of "Interdisciplinary" (IS) "perspectives"; and 3) project green challenges (PGCs). These are to be reflective of the information shared via discussion board(s), evidence provided, and further evidence researched & provided either to support/refute the ideas presented. Written presentation style of these papers must include an Introduction, Body & Conclusion, have a clear thesis statement, bibliography/sources, and reflect professionalism. These essays should demonstrate a 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 content development. These papers are to be no longer than TWO pages in length (double spaced or 1 page single-spaced). Environmental, Health & Technology topics are expected to be developed using an evidence based (juried research) and interdisciplinary framework for presentation.
- **Sustainability Brochure:** An environmental sustainability brochure will be developed on selected topics. Topics must be approved by course facilitator to prevent duplication prior to beginning. Brochures will be "shared" online with everyone in an open discussion forum. Brochures should be aesthetically pleasing, contain bulleted, simple information including both local/global application; cost/benefit analysis, and a minimum of 4 credible, appropriate references.

2. Participation:

Environmental, Health & Technology information is expected to use & maintain an evidence based and interdisciplinary framework for development & "presentation".

- **Sustainability Brochure** – see above "Papers" section;
- **Interdisciplinary Presentation** – Individuals and/or groups will be assigned and given time to prepare a presentation on various topics relating to the impact of humans on the environment. Individuals and/or groups will provide case studies within the work illustrating an environmental problem and suggest possible solutions to resolving it using evidence-based research.

- **Environmental Challenges** – Students will complete work related to a series of environmental challenges for identifying personal impact on environmental sustainability. Students are challenged at various levels to discover their own impact on the environment based upon personal lifestyle choices. Written reflections will be developed assessing progress in becoming responsible global citizens, discovering personal accountability, developing awareness of social equities, and becoming more environmentally sustainable. Evaluation guidelines provided.
- **Newsflashes:** On the “newsflashes” discussion board students are encouraged to engage each other in a discussion of current news items related to “Environment, Health, and Technology.” Actively participating in course discussions is expected for sharing news & experiences requiring your online “attendance” to do so. Absence from class for extended periods is *only excused* with written documentation (doctor’s excuse, printed obituaries, coaches’ note for games). Please respect your classmates & faculty by letting them know if you are unable to attend this online class.

Grading Scale:

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%	

Guidelines for Course Success

Course Requirements: Always consider the detail of course requirements provided in addendums & evaluation rubrics.

Discussion / Participation Guidelines & Evaluation

ALL discussions & ALL assignments are required to achieve a final grade in this course. This includes active engagement in online discussions.

Your grade for class participation will be based on the quality & thoughtfulness 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 additional 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.

Online Coursework: This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

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

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™**.

UWSP Policies

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current college catalog, student handbook, or by contacting the Dean of Students office.

ADA Statement

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services for assistance with accommodations. Please let me know if you require additional online "classroom" or test accommodations for a disability or functional limitations within two weeks from the first day of class. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UW-Stevens Point, Stevens Point, WI 54481.

Accreditation

UWSP is nationally accredited. As part of accreditation processes, your work is routinely used to illustrate achievement of performance and learning outcomes. If you do not want your course materials used for this process, please inform your course facilitator at the beginning of the semester. All information is used in aggregate, and not segregated. Work may be used as examples illustrating achievement of accreditation requirements.

Emergency Preparedness: See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point including Medical Emergencies (Red Phones), Fire, Tornado, other Severe Weather or Active Shooter.

The course facilitator reserves the right to make changes to syllabi, or course content at their discretion anytime during the semester. Any in class announcements (either verbal or written) are considered an official addendum to the syllabus. It is students' responsibility to know what changes have been made. It is also the student's responsibility to check official UWSP email, and/or CANVAS frequently for course announcements.