Health Science 320: Environment, Health and Technology
General Syllabus Spring 2019

Instructor: Rebecca Sommer
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Face to Face and Virtual Office Hours: Tuesdays 11:00^{am}-1:00^{pm}
Wednesdays 3:00-5:00^{pm}
Instructor available face to face and via phone/online
Additional times can be arranged 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 Text:
Nadakavukaren, Anne. 2011. *Our Global Environment, A Health Perspective.* 7th Edition. Waveland Press, Inc., 10-digit ISBN: 1-57766-686-0 or 13-digit ISBN 978-1-57766-686-8

Supplemental Reading Assignments:
Readings in addition to the text, such as journal articles, reports by governmental and nongovernmental agencies, or other online resources will be assigned most weeks. Supplemental readings will be accessed via Canvas.

Online Lectures:
Weekly online lectures (PowerPoint presentation with recorded audio) will be posted in Canvas. The lectures are provided in two formats, as a PowerPoint file that can be downloaded and watched as a slide show with PowerPoint software or a video file that can be simply clicked-on and watched with no additional software. The PowerPoint files are available in the Home section of Canvas and the video files are in the Assignment section (videos can't be posted in Home for some unknown reason).

Course Grades:
Derived from a percentage of total points possible, it is the amount of points earned/total points possible for the course. Each point carries equal weight.

Weekly Assignments (25 pts x 15 weeks)	375 (62.5%)
Outline and annotated bibliography of planned Educational Presentation/Video/Brochure	25 (4.1%)
Educational Presentation, Video or Brochure	100 (16.7%)
Final Reflection Paper	100 (16.7%)
	600 total points

A: 94-100%	**B:** 83-86%	**C:** 73-76%	**D:** 60-64%
A-: 90-93%	**B-:** 80-82%	**C-:** 70-72%	**F:** 59% or below
B+: 87-89%	**C+:** 77-79%	**D+:** 65-69%	

Late Work:
The course is online, however, please note it is NOT "self-paced" in that there are specified due dates for each assignment (weekly assignments, the presentation/video/brochure, and the final reflection paper). Students are encouraged to "work ahead" however the ability to do so will be limited this semester as I'm developing the course as the semester progresses (my first time teaching this course).

Work not submitted by the deadline is subject to penalty, typically a reduction of one full letter grade (e.g. assignment docked from B+ to C+ = 87% points reduced to 77% points). I will work with students that have excused circumstances. An excused circumstance requires documentation (e.g. doctor's note, obituary, coach's list). I expect to hear from students in advance of missing a due date. Only a dire situation permits notifying me after the due date has past.

Assignments:
Additional information will be given in Canvas for each assignment. To convey a general idea of the requirements of this course, there will be:
1. Weekly Learning Activities (Homework) to check on understanding and to help students focus on important aspects of each week's lecture and reading materials. A part of each week's assignment will strive to provide an exercise that can be translated into real-world action to improve the health of the environment/people.
2. Educational Presentation/Video/Brochure on an environmental topic of your choice. Although this project will be done for a general public audience, it requires a higher level of understanding of the material. Students will complete an outline and annotated bibliography for the content of their project prior to completion of the final product. Presentations such as PowerPoint lectures with recorded audio will be 15-20 minutes in length. Videos can be done as mini-documentaries, a "60 Minutes"-type news interview, or other formats as approved by the instructor, and will be approximately 10 minutes in length depending on the format. Brochures will be a standard tri-fold format as can be found in Word templates.
3. Reflection Paper (two-page, double-spaced) examining one or more learning experiences of the course which is more than a simple description of the learning experience. It will apply the learning experience to understanding of self, others, and/or the course concepts. It will convey meaningfulness of the experience to the student and to course learning objectives. It may connect past experiences or personal goals to the learning experience and should demonstrate ability of the student to develop a new way of thinking, and/or ability to question their own biases, stereotypes, preconceptions, or assumptions.

Students with Disabilities
In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability and Assistive Technology Center (DACT) for assistance with accommodations. It is the student's responsibility to work with DATC to document permanent or temporary disability in order to determine eligibility and receive reasonable accommodations. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Contact DACT at datctr@uwsp.edu, 715-346-3365, Room 609 Albertson Hall, 900 Reserve Street, Stevens Point, WI 54481.

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, 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. 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. Academic dishonesty 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 https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11 for more information.

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.

Performance Based~ It's about learning!!
Your success is the main goal of any learning experience. In performance-based learning, we carefully identify what you need to be able to do as a result of a learning experience. Next we determine how you can show that you have learned these skills. Finally, we plan learning activities that will help you develop the target skills, knowledge, and attitudes.

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.
2. Assess (evaluate) the complex interrelationships existing between human activity, technology, health (individual & community), and the environment.
3.
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.

HS 320: Environment, Health and Technology
Course Schedule Spring Semester 2019

	Topic	Learning Activity
Wk 1 Jan. 22 – 25	What is the environment? Health Issues in Rural Environments	Assignment 1 due Fri. Jan. 25 at 11:59^{pm}
Wk 2 Jan. 28 – Feb. 1	Air Quality/Pollution	Assignment 2 due Fri. Feb. 1 at 11:59^{pm}
Wk 3 Feb. 4 – 8	Water Quality/Pollution	Assignment 3 due Fri. Feb. 8 at 11:59^{pm}
Wk 4 Feb. 11 – 15	Global Climate Change	Assignment 4 due Fri. Feb. 15 at 11:59^{pm}
Wk 5 Feb. 18 – 22	~~Emerging Infections~~ Work on annotated bibliography for your Educational (1) Brochure, (2) Online Presentation, or (3) Video on an environmental topic of your choice.	~~Assignment 5 due Fri. Feb. 22 at 11:59^{pm}~~ Outline with annotated bibliography for Educational Online Presentation, Video or Brochure due Fri. Feb. 22 at 11:59^{pm}
Wk 6 Feb. 25 – Mar. 1	Emerging Infections and Antibiotics	Assignment 6 due Fri. Mar. 1 at 11:59^{pm}
Wk 7 Mar. 4 – 8	Medical Waste	Assignment 7 due Fri. Mar. 8 at 11:59^{pm}
Wk 8 Mar. 11 – 15	Pesticides Childhood Exposures to Toxicants	Assignment 8 due Fri. Mar. 15 at 11:59^{pm}
Spring Break Mar. 18 – 22	No class – Spring Break	
Wk 9 Mar. 25 – 29	Carcinogens	Assignment 9 due Fri. Mar. 29 at 11:59^{pm}

Wk 10 Apr. 1 – 5	Radiation	Assignment 10 due Fri. Apr. 5 at 11:59^{pm} ==Educational Online Presentation, Video or Brochure due Fri. Apr. 5 at 11:59^{pm}==
Wk 11 Apr. 8 – 12	Genetically Modified Organisms	Assignment 11 due Fri. Apr. 12 at 11:59^{pm}
Wk 12 Apr. 15 – 19	Food	Assignment 12 due Fri. Apr. 19 at 11:59^{pm}
Wk 13 Apr. 22 – 26	Food, Drug and Cosmetics	Assignment 13 due Fri. Apr. 26 at 11:59^{pm}
Wk 14 Apr. 29 – May 3	Overpopulation Natural Disaster Refugees	Assignment 14 due Fri. May 3 at 11:59^{pm}
Wk 15 May 6 – 10	Environmental and Health Inequities and Disparities	Assignment 15 due Fri. May 10 at 11:59^{pm}
Wk 16 (Finals) May 13 – 17		Reflection Paper due Fri. May 17 at 11:59^{pm}

The course facilitator reserves the right to make changes to syllabi, or course content at their discretion anytime during the semester.   Any announcements 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.