

INTRODUCTION TO ENVIRONMENTAL SCIENCE

Syllabus
Spring Semester, 2011

ENVS 1010

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COURSE DESCRIPTION:

An entry level course for ENVS majors to introduce the ENVS curriculum, initiate comradery among students and faculty, and provide guidance in vocational planning. One lecture/week; scheduled field trip.

TEACHING AIMS:

1. Assist students entering the ENVS major in defining the nature of this interdisciplinary field of study
2. Promote comradery, mutual edification, and a “learning community” among ENVS students and faculty
3. Introduce students to current ENVS issues, methods of information access, and vocational opportunities
4. Assist students in defining vocational goals and the learning experience necessary to achieve these goals

LEARNING OBJECTIVES: Achievement will be assessed based upon student ability to...

1. List and explain the importance of at least five primary science disciplines within the “environmental sciences” and explain how they are each represented in the curriculum for the ENVS major.
2. Assemble a journal during the semester containing contact information for peers, university faculty, guest speakers; and, vocational information including a personal resume.
3. Utilize recommended methods of information access such as electronic databases to acquire published sources in the environmental sciences
4. Demonstrate analytical reasoning skills, written and oral communication skills, and interpersonal skills through successful completion of a group project related a problem in the environmental sciences.
5. Present a personal “mission statement” explaining an understanding of the integration of faith and science and how that understanding relates to a current degree of personal awareness of God’s calling (vocation).
6. Justify the importance of interdisciplinary cooperation to successfully address most environmental problems, and illustrate by reference to a case example.

LEARNING OPPORTUNITIES and ASSESSMENT:

1. Approaches – Readings, discussions, lectures, guest speakers, library usage, resource persons
2. Assessment – attendance and oral participation, short reports, group project, journal,

IMPLEMENTATION:

SCHEDULE: Lecture/Discussion F 2:00- 2:50 pm, ENS 240; topics/locations given at website
<http://www.cedarville.edu/academics/sciencemath/silvius/1010/1010main.htm>

TEXT: Selected readings and resources are provided; or, sources located and reported on by students.

INDIVIDUAL STEWARDSHIP:

1. **Commitment** to God, to professor, and to the "community of learners" will be emphasized.
CHALLENGE: See Phil. 2:3-4 and Col. 3:23-24. A **FRUIT** of this commitment is a willingness to share in valuing the course objectives and accepting a personal responsibility to achieve them.
2. **Responsibility** as an active participant:
CHALLENGE: Personally commit yourself to completion of assignments. Develop an organized notebook ("journal"). Maintain a regular devotional and prayer life in pursuit of God's vocation ("calling") for you. Come to class faithfully, on time, having read assignments in preparation to contribute and receive. Please visit my office when I can help academically, or personally.

ASSIGNMENTS and "JOURNAL":

Course assignments have two purposes: (a) to enhance your learning and professional development; and, (b) to enable me to assess your learning and provide feedback to you during the semester. Your written work should be organized in a 3-ring binder (use 1" - 1.5") as a "JOURNAL" or a sort of portfolio. The assignments and written products should be organized with the following categories:

1. "Lecture Notes" – your Syllabus, and general notes and handouts related to our class discussions
2. "Library" – materials related to library research; and, your completed library research project
3. "Vocational" – this category should include the following:
 - a. Personal Statement – reflecting your current level of understanding of vocational goals and the personal commitment to spiritual and academic disciplines required to achieve those goals
 - b. Career Services Notes; Occupational Worksheets; and, your completed resume including vocational goal statement;
 - c. Announcements of relevant summer internships (brochures or printed detail from websites)
 - d. Personal Reflections – brief record of insights gained as you pursue God's "calling"
4. "Guest Speaker Notes" – separate page formatted with course number, date, your name; then, for each guest provide name, education, career path, current position, and significance to your career goals
5. "Group Project" – all notes, and resources related to completion of this project. The product is a group oral report on a current environmental science topic as if being addressed by an interdisciplinary team of scientists, governmental officials, and local residents.

GRADE CALCULATION:Weighting (%):

Attendance/Participation -----	30
Journal (see components above)	45
Group Project -----	25

Letter Grades:

A	90 - 100	[Plus (+) and (-) grades are awarded for the upper or lower 2 points of each grade interval respectively.]
B	80 - 89	
C	70 - 79	

ACADEMIC ASSISTANCE: It is my goal to assist you in every way possible to achieve your academic goals. If you have special needs for which I should make an allowance, please let me know. You should also inform the [Academic Enrichment Center](#) ("The Cove"), located in the Center for Biblical & Theological Studies Room 218, directed by Mrs. Kim Algrim, to partner with us. For more information, call 937-766-PIER. If you believe you may need support in managing the impact of a disability, please contact Amy Frey in Disability Services section of "The Cove.". My faculty colleagues and I rely on Disability Services to verify the need for academic accommodations and to identify reasonable accommodation strategies. Disabilities may involve hearing, vision, AD/HD, learning disabilities, psychological, orthopedic, and a health impairment. .