

College of Science and Health
ENVIRONMENTAL SCIENCE & GEOGRAPHY
Course Outline

1. TITLE OF COURSE AND COURSE NUMBER: Junior Seminar
ENV 380, 3 credits

2. DESCRIPTION OF THE COURSE:

Designed to give third-year students a chance to reflect upon their reasoning processes and learn how to evaluate critically a number of topics of major environmental concern. Methods of critical evaluation are taught as a means of investigating the logic and reasoning behind ideas and concepts. Arguments are analyzed for format, logic, justification, and persuasiveness. All students are expected to take an active part in the class discussions and evaluations. Oral and written reports on specific topics are discussed, and teams debate as needed. The student is also instructed in the use of microcomputers and various software packages for word and data procession (spreadsheets), data management (data bases), and graphical methods.

3. COURSE PREREQUISITES: Major with Junior standing.

4. COURSE OBJECTIVES:

To enable the students to apply their background to specific environmental problems, to help increase library and other research skills, to develop critical and independent thinking skills, and to provide experience in writing reports and giving oral presentations. Written reports must be done using a personal computer and overhead presentations must be done on power point.

5. STUDENT LEARNING OUTCOMES:

Students should be able to:

1. Effectively express themselves in written and oral form
2. Demonstrate the ability to think critically
3. Locate and use information
4. Demonstrate the ability to integrate knowledge and ideas in a coherent and meaningful manner
5. Work effectively with others
6. Define and design and carry out individual projects.

6. TOPICAL OUTLINE OF THE COURSE CONTENT:

Course content will vary according to the study topics.

Lecture Outline:

WEEK

- 1 Introduction, format, assignments, expectations
Self-assessment part A assigned
Rules for Class Discussion
Handout article and Appendix I
Discussion of Appendix I and article
Research materials and support services library list of research materials available in the

- library, bioabstracts, oral assessment format handout
- 2 Discussion on Student Project and Student Final Presentation
Barry Commoner's list and policy list
Handout A. Leopold's February pp. 6-19
Decide on oral presentation assessment format.
Student project selection and discussion and dates for presentation
VIDEO: AFFLUENZA
Self-Assessment Essay Part A DUE
Written summary of A. Leopold's February pp. 6-19 (400-500 words).
 - 3 Oral summary/critique of an article on the issue of the endangered species or biotechnology and food: 5-7 minute talk
DUE DATE FOR STUDENT PROJECT IDEA
VIDEO: The Power Of Water and discussion Cadillac Desert Video Assignment
 - 4 WW CHAP. 1: Written summary
Oral summary/critique of newspaper article: 5-7 minute talk
 - 5 WW CHAP. 2: Written summary
Oral summary/critique of newspaper article: 5-7 minute talk
 - 6 WW CHAP. 3: Written summary
Cadillac Desert Assignment DUE
Oral summary/critique of newspapers article: 5-7 minute talk
 - 7 WW CHAP. 4: Written summary
Oral summary/critique of newspaper article: 5-7 minute talk
 - 8 WW CHAP. 5: Written summary
VIDEO: Endangered Species
 - 9 Oral summary/critique of newspaper article: 5-7 minute talk
 - 10 WW CHAP. 6: Written summary
Workshop: Career Development - resumes, jobs, internships etc.
 - 11 Oral summary/critique of newspaper article: 5-7 minute talk
WW CHAP. 7: Written summary
 - 12 Oral summary/critique of NEWSPAPER article: 5-7 minute talk
WW CHAP. 8: Written summary
 - 13 WW CHAP. 9: Discussion
Hand back PART A of self-assessment
WW CHAP. 10: Discussion

- 14 STUDENT PROJECT WRITE UP DUE
VIDEO: PART II After The Warming
- 15 STUDENT PRESENTATIONS
Student Proposal Due
Self-Assessment Essay Parts A and B DUE
Course assessment in class
- 16 CLASS STUDENT PRESENTATIONS
Student Proposal Due
Class discussion of semester

7. GUIDELINES/SUGGESTIONS FOR TEACHING METHODS AND STUDENT LEARNING ACTIVITIES:

- 1- Class discussion
- 2- Individual research to gather, assimilate, interpret and communicate data
- 3- Presentation in written, graphic and oral form. WEEKLY reports and critiques of the presentations.
- 4- Student Final Presentation

8. GUIDELINES/SUGGESTIONS FOR METHODS OF STUDENT ASSESSMENT (STUDENT LEARNING OUTCOMES):

Evaluation: Attendance, timely performance of all assignments, and active participation in class discussion are required. Final grade will be based on oral presentations, class discussion, written presentations, student project and student and faculty evaluations.

- 25% oral newspaper presentations
- 10% class discussion
- 25% written reports, assignments
- 10% self-assessments
- 20% student's final presentation of topic of choice
- 10% student project (student's choice)

Oral newspaper presentations:

length 5-7 minutes and a copy of the articles used for the presentation must be submitted to the instructor. Overhead presentations must be done on power point. The article must come from a newspaper published the previous week (New York Times, Bergen Record, The Star Ledger, etc.). A second article to either support or oppose the newspaper article must also be found. The presentation although primarily on your newspaper article must also present the information from the collaborative article. The citation of the second article must be attached to the handed in newspaper article.

Student's final presentation of topic of choice:

length 15-20 minutes on project. Overhead presentations must be done on power point.

Student project:

of student's choice that has been accepted by the instructor

The purpose of this project is to get you actively involved in the environment and how you do or can impact on it.

For this project you should choose a current environmental problem that interests you. The project can be centered here at WPUNJ, in the community, in the state, in the USA, globally or on some aspect of your life.

This project is NOT a term paper NOR a library exercise, it is a project to involve you directly.

1. You must meet individually outside of class time with me to discuss our proposed student project.
2. Submit to me a written description (computer printout) of your proposed project. The project must be a hands-on experience (you must actually do something) and the project must involve (actively) at least one other person (not in this class). Since the project will take time you must have your project OK's by the instructor as soon as possible no LATER THAN the third week of the semester.
3. Write up how the project went, any data collected, the results and your reflections on what you did.

The final write up must be typed double spaced or a compute print out. The project report must be a minimum of 5 pages.

Student Final Presentation:

length 15-20 minutes on project.

Written Summaries and critiques are 500-625 words in length and MUST be done on a word processor. Double spaces with left justification only. 12 point font with 1 inch margins.

9. SUGGESTED READINGS, TEXTS, OBJECTS OF STUDY:

WW = State of the World 2000 ed. by Lester R. Brown. World Watch Institute, 2000.

ALL assignments MUST be read before class.

10. BIBLIOGRAPHY OF SUPPORTIVE TEXTS AND OTHER MATERIALS:

Numerous journals, books, maps, documents, studies and reports pertinent to topics studies.

Ecology and the Biosphere: Principles and Problems, 1996, Sharon Hanks. CRC Press.

The Environmental Policy Paradox, 2000, 3rd ed. Zachary A. Smith. Prentice Hall

Our Stolen Future, 1996, Theo Colborn et al., Dutton Book, Penguin Books

11. PREPARER'S NAME AND DATE: Rob Mc Callum, Fall 1992 (updated)
12. ORIGINAL DEPARTMENTAL APPROVAL DATE: Fall 1979
13. REVISER'S NAME AND DATE: Sharon Hanks, April 2000
14. DEPARTMENTAL REVISION APPROVAL DATE: Spring 2000