BIO 2950: Intro to Environmental Biology

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Course logistics
Course time: Fall 2020; TR 1:00-2:20 PM
Course format: Remote asynchronous with synchronous class meetings at 1pm CST 1-2x per week.

Contact info and who to contact for support

Instructor
Dr. Eleanor Pardini, she/her/hers
Contact info: epardini@wustl.edu, 314-252-0213
Office hours: Tuesday 2:30-4pm (Zoom link TBA)

Graduate Instructional Aides (GTAs):
TBA

Undergraduate Instructional Aids (UTAs):
TBA

Who to contact/communication:
- For Canvas support Indicate contact help within Canvas or STS (http://sts.wustl.edu/) or UTA
- For questions about SimUText, projects, and grades Indicate email GTAs (copy Dr. Pardini).
- For questions about class concepts, small group study sessions, individual tutoring and any other needs/questions Indicate contact UTAs; they have topical expertise, passion for the environment, and love working with peers!

Office hours with Dr. Pardini: This semester I will hold virtual office hours via Zoom (link TBA). Office hours are an excellent chance for us to get to know each other as well as talk about any course concepts or tips for doing well in this class. I enjoy putting faces to names and getting to know my students better. This is your chance to ask me questions about course content or concepts, tell me about yourself and your interests, ask me about how to study and learn in this class (or college in general), and share anything else you would like to talk about. I have extra training in study strategies, and I enjoy doing one-on-one sessions with students to improve time management and study habits. I also enjoy general course, major, and minor advising around environmental interests. I would like to meet and get to know as many of you as possible. Please drop in, I’d love to get to know you better!

Office hours/study sessions with UIAs: The UIAs will hold drop-in virtual office hours. More information TBA.

General communication & care during Covid19

In the event of an emergency or technology malfunction, expect to hear from me or a TA via email. We will keep a list of emails on the ready so we can communicate in the event that Zoom and/or Canvas are down. We are still deep in this global pandemic. Some of us will get sick and some of our loved ones will get sick. Some of us will need to isolate and quarantine. We may experience difficulties with physical and/or emotional well-being over the course of the semester. More than likely things will be a little bumpy and a little up and down. Should you become ill, or find that you are taking care of someone who is ill, or need to step back for a few weeks, we can make arrangements. In these circumstances, please contact me directly, or contact an IA to help you get in touch with me, so that we can create a plan
together. If I get sick, expect to hear from me via Canvas/email and then potentially from GIAs. **We will support each other and get through this together.** Here are some ground rules for all of us in our class this fall:

1. Take good care of yourself
2. Be patient with each other and give each other grace
3. Be flexible
4. Maintain open and kind communication
5. Understand that everyone is doing the best they can

**Course description**

Introduction to Environmental Biology is designed to teach foundational principles of environmental biology and improve your general science literacy skills. The science literacy skills you will practice in this course will help you address the issues you face in your everyday life regarding scientific and pseudoscientific claims about the environment and society. They will form the foundation of your development as a critical consumer of science information in the media. We will examine four main topics: human population growth, energy and carbon in ecosystems, biodiversity and conservation, and sustainable agriculture. We will focus on the biological principles involved as we examine these topics in the context of some contentious and confusing contemporary issues related to environmental biology in everyday life. Elizabeth Barkley wrote in 2009 of college classrooms, “the people doing the most work are doing the most learning.” You will take a front and center role in the work and the talking in this course. Even though this is a medium to large-sized class in held in a “lecture style” classroom, we are moving from directed to self-directed learning. I will be a facilitator and guide, but you will play a large role in your learning, and the bulk of the responsibility of learning will be yours. My favorite lessons are those in which you talk more than I do. Exams will feel challenging. All this said, most students earn high scores and report the class experience to be rewarding and impactful.

**Learning goals**
The course is designed so that at the end of the semester, you will be able to:

- Apply the basic scientific principles in environmental biology to real-world situations, like whether to support biofuel initiatives or how to best preserve biodiversity or restore ecosystems
- Understand course concepts well enough to explain the rationale for your answers clearly and concisely
- Identify and evaluate sources of scientific information and analyze evidence to make everyday decisions
- Model the process scientists use to test a scientific claim, including constructing a valid scientific argument with a clear claim, supported by high quality, warranted evidence, in the form of group projects
- Integrate ideas and communicate your understanding about issues in environmental biology with others in a format designed for a peer and/or lay audience
- Learn about one’s self as an individual learner, group member, and member of local and global communities
- Experience growth or shifts in understanding, interests, motivation, or behaviors related to the environment
- Develop and practice skills in strategic learning and a practice of reflection on one’s own learning
- Learn to work collaboratively and effectively in a group
Required course materials

1. **SimUText**: Homework reading will include assignments drawn from a low-cost, required, custom, digital textbook (SimUText) plus additional readings that will be posted as PDFs within the course Canvas site. The interactive SimUText modules are helpful for understanding some of the ecological concepts and models covered in class. You can purchase the custom SimUText directly from SimBio.com for $16 or obtain a voucher for the book at slight markup from the Bookstore. You can run the textbook program on a laptop or from a flash drive. Registration instructions will be included in an email from me and archived in Canvas. Please obtain the SimUText textbook by the end of add/drop. If you withdraw from this class, you may obtain a full refund by contacting SimUText (submit a support request).
   
   a. If you would like a paper copy of any reading material available on Canvas, contact Dr. Pardini.
   
   b. If you have any financial concerns about the cost of the materials, please contact Dr. Pardini.

2. **Course website**: The course website will be on Canvas which you can access at https://mycanvas.wustl.edu/. The Canvas site will be the main vehicle for delivery of this class. It will contain asynchronous pre-recorded videos, readings, practice activities, quizzes, and a discussion board. I will update the website regularly and will use it as the main way of making announcements. I recommend regularly checking this course for announcements or opting to get email alerts when there are new announcements. If Canvas goes down, I will contact you via email, and you may do the same.

Assessment & Grades

The grade you earn in this course will be based on the following component parts:

- **10% Class participation** (LEARN, class meetings)
- **15% Assignments** (ANALYZE & APPLY, CHECK YOUR UNDERSTANDING, class meetings)
- **15% Unit quizzes** (5 offered, drop lowest)
- **50% Group projects** (average of 2 projects)
- **5% Mini-reflections** (5 offered, drop lowest)
- **5% Final reflection**

**100% Total**

The following scale will be used to assign grades (C- or better required to receive Credit for C/NC option):

- A+ 97.0% to 100.0%
- A  94.0% to < 97.0%
- A- 90.0% to < 94.0%
- B+ 87.0% to < 90.0%
- B  84.0% to < 87.0%
- B- 80.0% to < 84.0%
- C+ 77.0% to < 80.0%
- C  74.0% to < 77.0%
- C- 70.0% to < 74.0%
- D+ 67.0% to < 70.0%
- D  64.0% to < 67.0%
- D- 61.0% to < 64.0%
- F  0.0% to < 61.0%
Activities & Assignments

Class participation (10%) and tips for success

Class participation will include watching pre-recorded videos, answering questions embedded in pre-recorded videos, participating in PollEverywhere polls (during or after synchronous sessions), and engaging with (clicking on, spending time in) Canvas content. Questions embedded in pre-recorded videos and PollEverywhere activities are a low-stakes way for you to earn points for participation, test your knowledge, review material, practice typical test questions (TTQs), and jump-start small group and class discussion. There are no correct/incorrect answers for PollEverywhere activities; you simply need to participate in the activities. Former students consistently report that this is a course where the more they participate and engage, the more they get out of the class.

Assignments (15%) and tips for success

Assignments will include individual and group activities. Most will be asynchronous, though some case studies or problem sets completed during synchronous class meetings may count in this section. If you are in a time zone that prevents synchronous participation, you would earn equal credit by completing and submitting asynchronously. Assignments include activities grouped by category including:

- **LEARN**: Reading or watching pre-recorded videos to learn content. These activities deliver content that prepares you to practice working with it, be able to apply and analyze new examples, or participate in a class meeting. I recommend you take your own notes while you are watching videos. When you take notes your brain is active and processing the material, so you will learn and remember more if you take notes. I recommend that you take notes! any time we are drawing, labeling, predicting, discussing, or explaining concepts in pre-recorded videos or synchronous class sessions.

- **CLASS MEETINGS**: Class meetings will be a time that we further engage with material to practice it. This might include working through a case study, figure set, or series of questions in PollEverywhere. Activities are designed for you to further engage with the content and practice analyzing & applying your understanding. You can participate synchronously or on your own via watching the recorded full-class portions of the class.

- **APPLY & ANALYZE**: Case studies, problem sets, or short quizzes that ask you to apply your content knowledge to new examples and be able to analyze data in tables or figures, connect patterns shown in data to concepts you have learned about, or evaluate a real-world problem.

- **CHECK YOUR UNDERSTANDING**: Short quizzes to check your understanding of basic vocabulary, definitions, and concepts that you encountered in a LEARN activity or over the course of a module. These help prepare you for class meetings or for unit quizzes. We know the best learning comes through repeated use of your synapses (quizzing and recalling information > studying) so all of this practice = learning and hopefully long-term memory!

Unit quizzes (15%) and tips for success

Instead of having three high-stakes midterms, we will be having one “unit quiz” at the end of each of the five units of class. The lowest score will be dropped. We will be conducting these using the “two phase exam” style that I traditionally use when we are not under covid19/remote conditions. In a two-phase quiz, you take the exam once by yourself and then almost immediately retake it with your permanent group. In this environment, there will be a 24-hour period in which you can take the individual unit quiz, followed by a 24-hour period in which your group will gather virtually at a pre-arranged time to work on and complete the group quiz. Your score is calculated based on your individual exam score (75%) and your group score (25%); if your individual score is higher than your group score, it will count for your entire score. Everyone must take all quizzes, but your lowest quiz score will be dropped from your course grade. I recommend checking out the “strategic learning” section of the Canvas course website to learn
effective strategies for notetaking, creating rehearsal materials, and rehearsing. Rehearsing > studying. Strategies that work well for quizzes or exams with lower-order question (memorization) quizzes/exams won’t work well for this class, and there are lots of alternative strategies provided that will work better for the higher-order questions you will see here.

**Group projects (50%)**
Over the course of the semester, you will work with a permanent group of 3-4 people to complete two group projects. The task will be to create an 8.5x11 informational flyer presenting a scientific argument. You will find a good source of evidence and present a claim, evidence that supports or refutes the claim, and provide warrant to justify your argument. Your group will decide the topics for each poster. Each project consists of a draft phase and a final product and will receive feedback and grades from a GIA assigned to your group. You will receive lots of feedback and have the opportunity to work with your assigned GIA after the draft, and points are weighted toward the final version. You will receive a group grade for each project, but I reserve the right to modify your grade in this category based on the average peer evaluation of your work effort/contribution by your other group members. Detailed instructions, grading rubric, training, and group facilitation will be provided for this project work. There is a great deal of structure and many activities, policies, and procedures in place to facilitate a positive and successful group experience (see more info below).

**Mini reflections (5%)**
I will build in opportunities for you to reflect on what you are learning to build your metacognitive skills and let me know more about what you are learning and wondering. There will be 5 mini-reflections with prompts that ask you to reflect on how what you are learning is changing how you think about concepts in class, how it connects to other concepts or examples you know from elsewhere, and what you are wondering about or want to know more about. Like homework, these will be graded for completion (a complete, thorough, thoughtful response of ≥200 words, ~1 paragraph). The four highest scores will count, so you can drop your lowest or skip one.

**Final reflection (5%)**
At the end of the semester, I will ask you to submit a final narrative essay of 750-1500 words reflecting on what you have learned in this class and how. I will provide prompts to guide your reflection.

**Attendance, Participation, and Classroom Climate**

**Attendance**
I expect you to attend and actively participate in all class meetings if you are in a time zone that allows it. If you are in a time zone that prevents participation in synchronous activities, you may watch recorded videos of the sessions after they are done. We will adjust as needed as we progress to make sure this is working for everyone. Attendance and completion of PollEverywhere activities during or after synchronous sessions count toward your “class participation” component of your grade, as does engagement with pre-recorded videos and other material on Canvas.

**If you become ill or are caring for someone ill**
If you become ill or are taking care of someone who is ill, please contact me ASAP. If you are in quarantine but generally functional, you may participate fully asynchronously. If you are too ill to participate, you will receive exemptions from participation for the duration of your illness and care. In this case (too ill to participate) we may need to make accommodations with respect to group work, so that your group can move forward despite the fact that you are ill, in ways that no one is ‘penalized’ or worried about penalty.

**Late work**
Many assignments are preparation for synchronous class meetings, include group work, or prepare you for group work. Thus it is best for you and your peers if you can complete work according to the suggested schedule. Late work will receive 50% credit. If you become sick or are caring for someone who becomes sick, please get in touch with an IA and/or me as soon as possible. An IA can link you up with me, and we can work together to make arrangements to accommodate.

Contacting me

I want everyone to have a meaningful learning experience and to do well in this course. The only way for me to know if you are struggling is for you to communicate with me. Please feel free to email us, call us, or to stop by office hours. I work hard to respond to student concerns and emails, but I am not available at all hours of the day and night: I check email regularly between 9-5; allow 48 hours for email responses; do not wait until the last minute (after 5 PM or a weekend) as I will not be able to help you. As a gentle reminder, please strive to use proper email etiquette. For example, use clear subject lines, use a salutation and your professor’s family name to open your email, and sign off with your full name, rather than starting out with “Hey” or “Hey Professor” or similarly informal openings or using textspeak.

Learning environment, identity, and respectful discussion

I believe fully that we best define and solve problems when more people who are affected, especially those most challenged by issues, are at the table and thinking together. We will work hard to create a classroom environment that feels safe and welcoming to all learners. We are all individuals with many facets of identity, shaped by culture, history, ideology, and life experiences that intersect into one whole experience. Our community is enhanced by the diversity of our intersectional identities, and we are strengthened when we make space for this diversity. In this class I would like for us all to strive to give each other grace, knowing that we all come from different places, that we are all socialized in different ways, that we can learn from each other, and that we are all on a journey together. Many of the environmental problems we will discuss in class are affected by social, cultural, economic, and political complexities in the real world. We will touch on some history and patterns that may be disturbing regarding issues of race, ethnicity, and gender, and we may touch on politics or ideology. We need the class to be a courageous space for these discussions. I ask that you are mindful and respectful in your conversations. Regardless of intent, statements made thoughtlessly about sensitive issues can be very damaging to those who hear them. We will discuss more about class norms for discussion throughout the first few days of class.

Rationale for teaching and learning method and tips for success

Contemporary issues and collaborative work

In this course, all the content is taught in the context of contemporary issues related to environmental biology in everyday life. In today’s knowledge economy you need to be able to think critically and work collaboratively to solve problems (these goals are also part of the university’s mission). Now that the Internet puts the world at your fingertips, you don’t need to memorize facts. Instead, you need to practice applying and using facts to make decisions. You also more than likely need to be able to work as part of a team for some component of your future work. After add-drop, you will be assigned to a permanent group of 3-4 students. With this group will work on synchronous and asynchronous activities, group projects, and the group portion of a unit quiz.

Active learning

My hope is that you will remember some of what you learn in this course in 3 months, 6 months, or even a year or two. Research shows the best way to remember more from a class is to do more yourself. A recent meta-analysis of educational research encompassing 158 studies showed that student-centered, active learning classrooms result in higher conceptual understanding exam scores compared to traditional
lecture classrooms across all STEM disciplines. Thus, this will be a student-centered, active learning class in which you will play a major role in your own learning. I have put structures and processes in place to help facilitate an open, productive learning experience, and good group experiences, but you will also play a strong role in your learning in this class.

**Unit quizzes as a learning opportunity:**

My goal in teaching this course is to get you to learn the basics of environmental biology that I think you will need in your lives. I use exams to encourage you to study and thus to learn more biology, as well as to measure how well you have mastered the material. In this class I also want to use exams as an opportunity for deeper learning. You may not know that you are confused about a topic until you see a relevant exam question. Your grade may suffer, and you may feel like you have not mastered the material. One way to improve from traditional testing is to use two-phase quizzes/exams where you will take the quiz/exam as individuals and then retake the same quiz/exam with a group. Research shows when students are tested in groups, they earn higher scores and perform better on subsequent tests compared to when tested only as individuals. This benefit occurs for all students, regardless of the score they earn on the individual exam. Most groups score higher than any individuals in the group. The benefit comes from no other feedback other than group discussion with peers. That is why we will be having group unit quizzes: for each you will have a 24-hour period to take the individual unit quiz followed by another 24-hour period for your group to take the group unit quiz. If you didn't understand a question on the exam, you have an opportunity for immediate clarification through discussion with your group members. The instant feedback from your peers will not only improve your grade, but it will help you learn the material better.

**Group dynamics and making group work successful**

A large part of the grade you earn in this course will come from collaborative group work. I believe this will help you master course material as well as help you develop communication, organization, and technology skills that you will need in college and your eventual profession, such as such as dividing tasks and providing and accepting peer feedback. After add-drop, I will assign permanent groups of 3-4 students. With this group will work on synchronous and asynchronous activities, group projects, and the group portion of a unit quiz. To make the group work successful, every member of the group needs to come prepared to listen, share knowledge, solve problems, and work equally. During group collaboration, it can be a problem if one person consistently dominates all group dynamics (e.g. demonstrates a consistent lack of sharing air time, listening, civility, or respect) or demonstrates a lack of commitment to the team. If your group is having trouble during class discussion or group exams, please contact me as quickly as possible so I can help you resolve the issues or split your group. Here are some of the structures, policies, and activities in place to make group work as successful, meaningful, and enjoyable as possible:

- **TeamMaker:** I will use a really cool tool to help form groups, and you can send me private notes before-hand to let me know if there are students you really do or don’t want to work with.
- **GIA Mentor:** Each group will have a GIA mentor assigned as your coach/mentor/grader. You will receive lots of feedback and get the chance to work with and seek advice from your GIA.
- **Group dynamics support:** There will be in-class and out-of class activities to help your group learn to work together.
- **Peer evaluation:** To ensure equitable group participation and positive group interdependence, your exam grades will be weighted more heavily by your individual score, and the individual grade you earn for the group project component of the class will include a peer evaluation component. I will use an anonymous online tool (CATME) to conduct peer evaluations. You will have the opportunity to anonymously rate your group members after the first exam and group project, which gives everyone a chance to improve. You will also anonymously evaluate all the other
members at the end of the course. The peer evaluations will be used to adjust each student’s final grade for the group project component of the course. Peer evaluations usually serve to catch extreme cases of poor contribution (either not participating enough or being too dominant), and allow me to adjust individual grades accordingly. I reserve the right to overrule the peer evaluation if it appears there will be a miscarriage of justice.

- **Group hurdles:** When you work on a group project, it is inevitable that group members will contribute in different ways. It is possible that some team members may contribute more than others. I expect you to work together to collaboratively solve problems, but I am also available for outside assistance to navigate and improve your group dynamics. It takes hard work, patience, and practice to successfully work in effective teams, and I am here to assist you. There is value to attempting to work through group difficulties. It can become a critical problem if, over time, one person consistently dominates all group dynamics or demonstrates a lack of commitment to the team (i.e., is bossy, changes group work at the last minute without running the draft by group members, fails to attend meetings, does not complete his or her portion of the group task, or submits unacceptable work on behalf of the group).

- **Disbanding:** If a critical problem emerges that is hurtful or harmful, and cannot be resolved, group members may choose to leave or I may remove a group member. Leaving or disbanding involves a two-step process: (1) The group member or team must discuss the issues with me and have the option for negotiating a path for productive group work; (2) after discussion with me and a possible trial period, I may facilitate a member quitting or remove a member from the group. Team. If you break apart from your group, you forfeit all team benefits associated with completing the project as a group. You will complete individual assignments and exams for the rest the semester. **Difficult group dynamics tend to emerge early, so please try to resolve issues as quickly as possible or contact your graduate TA and me immediately so that we can help you navigate the situation!**

**Fall 2020 Election**

There is a federal election happening on November 3, 2020. If you would like to register to vote prior to the election, you can do so at wustl.turbovote.org. If you are ineligible to vote, you can still participate by referring your friends who are eligible to the TurboVote link to register. Additionally, everyone can contribute to the campus energy surrounding voting by starting dialogue with your peers about the importance of voting, educating yourself on American democracy and the ways certain policies affect you and others, and participating in year-round forms of civic engagement beyond voting. If you have any questions about the voting process, please reach out to washuvotes@wustl.edu for assistance.

**Resources for Students**

**Academic Resources**

I have included a section on learning strategies within the Canvas course website. Here you can find tips and tricks for time management, stress management, planning, reading, creating study materials, rehearsing (studying), and taking exams. Cornerstone offers free academic peer mentoring and training in learning skills (http://www.cornerstone.wustl.edu/). I also highly recommend the following book as an excellent resource for learning skills to help you be a successful college learner: Nist-Olejnik, SL and Holschuh, JP (2012) College Success Strategies, 4th ed. Prentice Hall, New York.

**Disability Resources**

At Washington University we strive to make the academic experience accessible and inclusive. If you anticipate or experience barriers based on disability, please contact Disability Resources at 314.935.5970,
disabilityresources@wustl.edu, or visit our website for information about requesting academic accommodations. See: https://students.wustl.edu/disability-resources/.

**The Writing Center**
The Writing Center, located in Olin Library, offers free one-on-one writing tutorials to WashU students, as well as workshops designed to help students become better writers. The Writing Center staff can assist by providing feedback on the strength of an argument, clarity, and organization. Contact them at 935-4981 or writing@wustl.edu.

**The Learning Center**
The Learning Center works collaboratively with University partners to provide undergraduate students key resources, like academic peer mentoring, to enhance their academic progress. Contact them at learningcenter.wustl.edu to find out what support they may offer for your classes.

**Mental Health Services**
Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student’s academic experience. These include conflicts with or worry about friends and family, concerns about eating or drinking patterns, and feelings of anxiety and depression. For more information, visit: www.students.wustl.edu/mental-health-services/.

**Relationship and Sexual Violence Prevention Center (RSVP)**
The Relationship and Sexual Violence Prevention Center (RSVP) offers support for those who have experienced sexual violence, sexual misconduct, dating violence, domestic violence or stalking. RSVP can help those who are not sure what steps they wish to take to respond to their experiences. They offer confidential support and can help arrange for necessary classroom accommodations. To get help, contact the RSVP Center at 935-3445 or rsvpcenter@wustl.edu. Their office is located in Seigle Hall, Suite 435.

**Bias Report and Support System (BRSS)**
The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. To report an instance of bias, visit www.brss.wustl.edu.

**WashU Cares**
WashU Cares, within the Health and Wellness Unit, provides resources to all students on the Danforth Campus who may be having a hard time. WashU Cares is committed to helping create a culture of caring. Through proactive, collaborative, and systemic approaches, they work with students to identify interventions, resources, and supports that allow them to be successful. If there is a concern about the physical or mental well-being of a student, please file a report on their website. See: https://washucares.wustl.edu/.

**Center for Diversity and Inclusion (CDI)**
The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. See: https://diversityinclusion.wustl.edu/.
University-Wide Policies

WUSTL COVID-19 Health and Safety Protocols for Fall 2020

Exceptions to course policies, expectations, and requirements (including attendance and assignment deadlines) because of a COVID-19 diagnosis, symptoms consistent with COVID-19, or exposure to a person with a confirmed or suspected COVID-19 diagnosis will be made in collaboration between the student and instructor. Please remind your students that in any of these cases they should contact you as soon as possible to discuss appropriate accommodations.

All students on the Danforth Campus are required to complete the self-screening and reporting before each time that they come to campus. To complete the screening questionnaire, visit WashU COVID-19 Screening for campus access and log in with your WUSTL Key.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at https://covid19.wustl.edu/health-safety/. This includes:

• Complying with physical distancing requirements at all times and adhering to signage and environmental cues. This includes not congregating before or after class as well as during breaks or class activities.
• Complying with universal masking. All individuals on campus must wear disposable masks or cloth face coverings while occupying indoor public settings, including: multi-person offices; hallways; stairwells; elevators; meeting rooms; classrooms; restrooms; and when in campus outdoor spaces unless they can maintain six feet of physical distance from others. In the event that a student cannot wear a mask due to a medical condition or other concerns, they should consult with their academic advisors.
• Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.
• Complying with cleaning and sanitation protocols. Students may be responsible for wiping down common surfaces after use, particularly those that might be shared with others (e.g., classroom desks). Instructions for sanitizing technology equipment can be found here.

Any Danforth Campus student who is currently diagnosed with COVID-19, is experiencing symptoms consistent with COVID-19, or has had direct contact with a person with a confirmed or suspected COVID-19 diagnosis must remain home and isolate themselves from others. Students who have symptoms and/or do not pass the screening protocol described below must call the Habif Health and Wellness Center at 314-935-6666 for additional instructions.

Academic integrity

The academic integrity policy of Washington University in St. Louis states: "Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted in classes for academic credit or conducted in the wider arena of scholarly research...In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is in fact original." The complete policy and procedures are available at: http://studentconduct.wustl.edu/academic-integrity/.

As a student at Washington University, it is your responsibility to become familiar with, understand, and abide by the standards outlined in this policy before performing any academic work. Ignorance of these policies is not a defense in cases of infringement. Any person found using unauthorized assistance (including plagiarism, submitting work for more than one class without obtaining permission from all instructors, copying answers from another student during an individual exam, submitting an answer with another student’s clicker, or turning in group work to which you did not contribute as acknowledged) will be forwarded to the Committee for Student Academic Integrity. Students found guilty by the Committee
may be given a grade of F for the assignment or course and be referred to the dean’s office for further action.

**Statement on Military Service Leave**

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: https://veterans.wustl.edu/policies/policy-for-military-students/.

**Preferred Names and Gender Inclusive Pronouns**

In order to affirm each person’s gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person’s experience of safety, respect, and support. See: https://students.wustl.edu/gender-pronouns-information/ , https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/

**Reporting Sexual Assault**

If a student discusses or discloses an instance of sexual assault, sexual discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, they will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Directory, at (314) 935-3118, jw kennedy@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555. Students who wish to speak with a confidential resource may wish to reach out to the Relationship and Sexual Violence Prevention Center (RSVP) at 935-8761 or by visiting the 4th floor of Seigle Hall.

**Accommodations for Sexual Assault**

The University is committed to offering reasonable academic accommodations (e.g., a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If you a student needs to request such accommodations, please have them contact the Relationship and Sexual Violence Prevention Center (RSVP) at rsvpcenter@wustl.edu or (314) 935-3445 to schedule an appointment with an RSVP confidential and licensed counselor. Information shared with counselors is confidential. However, requests for accommodations will be coordinated with the appropriate University administrators and faculty.

**Accommodations for Disabled Students**

Washington University in St. Louis supports the rights of enrolled students to a full and equal educational opportunity and, in compliance with federal, state, and local requirements, is committed to reasonable accommodations for individuals with documented disabilities. Disabled students for whom accommodations may be necessary must be registered with, and provide their instructors official notification through, WUSTL’s Disability Resources (https://students.wustl.edu/disability-resources/). Once established, responsibility for disability-related accommodations and access is shared by DR, faculty, and the student. Please contact Disability Resources at 314.935.5970 or disabilityresources@wustl.edu.

**Emergency Preparedness**

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the “Quick Guide for Emergencies” that is found near the door in many classrooms for specific emergency information and instructions. For additional Information and EAP maps, visit emergency.wustl.edu. To ensure that you
receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download. The WUSTL app and enable notifications.

To report an emergency:
Danforth Campus: (314) 935-5555
School of Medicine Campus: (314) 362-4357
North/West/South and Off Campus: 911 then (314) 935-5555

Schedule

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<td>1</td>
<td>Introduction and Scientific Literacy: Scientific arguments</td>
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<tr>
<td>21-Sep</td>
<td>2</td>
<td>Introduction and Scientific Literacy: Evaluating sources and evidence</td>
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<td>28-Sep</td>
<td>3</td>
<td>Human Population Growth: Introduce group projects + basic models</td>
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<td>5-Oct</td>
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<td>Human Population Growth: Demographic data and population pyramids</td>
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<td>19-Oct</td>
<td>6</td>
<td>Ecosystem carbon &amp; energy: Photosynthesis and respiration</td>
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<td>26-Oct</td>
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<td>Ecosystem carbon &amp; energy: Trophic transfer</td>
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<td>2-Nov</td>
<td>8</td>
<td>Ecosystem carbon &amp; energy: Global carbon (forest carbon and biofuel)</td>
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<td>9-Nov</td>
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<td>Ecosystem carbon &amp; energy: Global carbon (prairie and permafrost)</td>
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<td>16-Nov</td>
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<td>Biodiversity &amp; Conservation: Defining and measuring biodiversity (Giving thanks day)</td>
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<td>Biodiversity &amp; Conservation: Threats to biodiversity</td>
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<td>Biodiversity &amp; Conservation: Fire, forests, disturbance, restoration</td>
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<td>Sustainable agriculture: Food policy and future of food</td>
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