

Georgia Southern University

Digital Commons@Georgia Southern

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

Fall 2019

PUBH 6532-F – Environmental Health

Asli Aslan

Georgia Southern University, Jiann-Ping Hsu College of Public Health, aaslan@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

Recommended Citation

Aslan, Asli, "PUBH 6532-F – Environmental Health" (2019). *Public Health Syllabi*. 448.
<https://digitalcommons.georgiasouthern.edu/coph-syllabi/448>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 6532-F – Environmental Health

Fall 2019

<u>Instructor:</u>	Asli Aslan, Ph.D., M.S.
<u>Office:</u>	Hendricks Hall, Room 2037
<u>Phone:</u>	912- 478-2565
<u>E-Mail Address:</u>	aaaslan@georgiasouthern.edu
<u>Office Hours</u>	Monday&Wednesday 9:00 AM – 12:00 PM or by appointment
<u>Class Hours:</u>	Online
<u>Classroom:</u>	N/A

Course Catalog available at:

<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites:

N/A

FOLIO Access:

<https://georgiasouthern.desire2learn.com/d2l/home/415251>

Course Description:

This course is designed for graduate students and provides students with an introduction and overview of the key areas of environmental health. Students will gain an understanding of the interaction of individuals and communities with the environment. Impact of environmental agents on human and ecosystem health will be analyzed. This course will also introduce current topics in environmental health and challenges faced under the changing climate and socio-economic needs and examine recent case studies and their outcomes related to environmental policy and management.

Required Textbook:

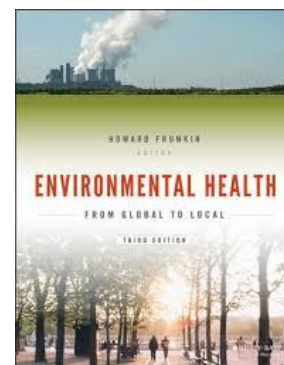
Environmental Health: From Global to Local (2016), 3rd Edition (by Howard Frumpkin, ISBN-13: 978-1118984765)

Additional Readings:

Additional readings will be assigned throughout the course. The readings will be provided on Folio. You may also be required to use your university's library resources to obtain articles.

Required Resource:

N/A



MPH Core Student Learning Outcomes (CORE):

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

MPH Environmental Health Sciences Student Learning Outcomes (ENVH)

1. Select and apply investigative appropriate tools to measure environmental hazards and associated health outcomes, particularly in the context of rural and underserved areas.
2. Conduct environmental health research and translate into public health interventions using appropriate research designs and evidence based analytic techniques.
3. Employ and evaluate the principles and practices of environmental exposure assessment to address community risk, and effectively communicate the risk to all stakeholders.
4. Analyze and apply the outcomes of environmental impact studies to prevent, mitigate and/or predict future environmental hazard exposures, to support and promote health policy development.
5. Assess and communicate how cultural, socio-economic, and behavioral factors may influence the risk of exposure to environmental hazards and related health outcomes, particularly in the context of rural and underserved populations.
6. Communicate environmental health principles and concepts to lay and professional audiences through both oral and written communication.

MPH Core Competencies in Environmental Health Sciences

Upon graduation, a student with an MPH degree should be able to:

1. Describe major environmental health hazards (physical, chemical and biological), and assess their genetic, physiologic, and socio-economic impacts on vulnerable and susceptible populations with special emphasis on rural and underserved communities.
2. Apply research ethics and current research principles, including hypothesis generation, experimental design, and current research methodology, to the qualitative and quantitative measurement and analysis of environmental stressors on human health and ecosystems.
3. Apply the outcomes of environmental monitoring and environmental impact assessments to prevent, mitigate and/or forecast future exposures to environmental hazards and utilize this information to support or advocate for environmental health policy development.
4. Demonstrate current health risk assessment methods, directed toward management of environmental hazards and provide technical assistance and leadership to address the concerns of communities including environmental justice and equity; as utilized by federal, state, and local regulatory programs, and non-governmental guidelines and authorities.
5. Communicate about environmental health hazards and associated health outcomes to community, stakeholders and professional audiences through oral and written communication and within the appropriate community-based intervention studies.

Performance-Based Objectives Linked to Course Activities (Note: Activities Described in Next Section)

1. Students will demonstrate competence in the basic terminology associated with environmental health sciences. (Activity 1)
2. Students will demonstrate the ability to integrate applications of environmental health sciences principles. (Activity 2)
3. Students will demonstrate competence in the ability to analyze and criticize current research in environmental health sciences. (Activity 3)
4. Students will demonstrate the ability to communicate environmental health science concepts through writing to professional audiences. (Activity 4)
5. Students will demonstrate the ability to communicate environmental health science concepts through writing to lay audiences. (Activity 5)

Assessment of Student Learning

1. Activity 1: Use course lectures, in-class and online discussions to explain the basic terminology and definitions of environmental health, including, but not limited to, sustainability, growth rate, teratogen, toxicity, exposure, antibiotic resistance, diseases, biological oxygen demand, particulate matter, dose-response, risk assessment, and emergency preparedness. Competence in basic terminology will be evaluated using three activities: (1) five online quizzes and (2) mid-term exam (3) final exam.
2. Activity 2: Use course lectures, online and class discussions, and case studies to explain the basic application of environmental health principles, effects of various environmental hazards onto human health, and existing policies to prevent and control adverse effects of environmental health disease agents. Competence in the ability to integrate concepts will be evaluated using three activities: (1) five online quizzes and (2) mid-term exam (3) final exam.
3. Activity 3: Use course lectures, online and in-class discussions to demonstrate competence in the ability to utilize environmental health sciences principles and concepts to prevent and mitigate existing and emerging environmental hazard exposures. Competence in the ability to integrate concepts will be evaluated using three activities: (1) weekly discussions, (2) five online quizzes and (3) writing assessment through three research reports analyzing environmental health issues published in peer-reviewed journal articles.
4. Activity 4: Competence in written communication to the professional audience will be evaluated using (1) a one comprehensive review of an assigned environmental health topic, and (2) weekly discussions.
5. Activity 5: Competence in written communication to the lay audience will be evaluated using one factsheet document describing the assigned environmental health topic to lay audience.

Instructional Methods:

The course is completely online. Students are responsible for **ALL supplementary information** discussed during the assigned class periods. Discussion and debate of course material is crucial for success in the course. Therefore, students are required to read all material assigned for the class and be prepared to discuss the assigned readings.

Grading

The course grade will be determined through a combination of examinations (mid-term and final), two research reports, five quizzes, fifteen online discussions, and one final and one brief paper at the end of the semester.

Weighting of assignments for purposes of grading is described in Table 2.

Table 2. Determinants of grades

	Topics covered/Expectations	Quantity	Points	Total
Quiz 1	Modules 1,2	1	15	15
Quiz 2	Modules 3,4	1	15	15
Quiz 3	Modules 5,6	1	15	15
Quiz 4	Modules 8,9	1	15	15
Quiz 5	Modules 10,11	1	15	15
Mid-Term Exam	Modules 1-7	1	75	75
Final Exam	Modules 1-12	1	100	100
Research reports (x3)	Student will specify the topic	3	20	60
Discussion participation	All activities during sessions and online assignments	6	4	24
Draft Final paper	Must be turned in by week 8 to receive feedback	1	56	56
Final paper	Student groups will select the topic from a list provided by the instructor	1	60	60
Factsheet	On the final paper topic	1	50	50
Total				500

n/a: Not applicable

The following point scale will be utilized in grading:

450-to-500 points	A
400-to-449 points	B
350-to-399 points	C
300-to-349 points	D
Below 300 points	F

For calculation of your final grade, all grades above will be included. I will post your grades in the grade book and also available to you via Folio.

General Expectations

For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.

Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.

Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.

Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations

The course is structured along three lines of activity: (1) weekly discussions to help you build a knowledge base of environmental health and (2) three research reports to relate all supplementary materials with textbook, (3) final paper and accompanying brief paper and a presentation to practice investigating an environmental health concern on topics of your interest and deliver your findings to lay and professional audience.

This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, and grammar.

In addition, proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit will result in a failing grade on assignments.

If you have questions about citation, please seek help from Dr. Aslan or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

1. Discussions (Activities 4 and 5)

Students are expected to actively participate discussion of the topics listed on the syllabus, basing their participation on the assigned readings and/or media. To demonstrate your participation, you are expected to answer questions, and make comments that relate to material in the textbook, discussion topic or share relevant experiences. You are expected to use literature and properly cite the information you use in your discussions. Your contributions will be very valuable if/when you are responding to something another student says (including answering a question asked by a student) or constructively disagreeing with something in the book or mentioned during sessions by the Instructor or your classmate. Be **CONSTRUCTIVE** in your criticism, **RESPECT** others' opinions and respond criticism **PROFESSIONALLY**. The Instructor may call you to participate, but your volunteer participation is preferred.

2. Research Reports (Activity 3)

There will be three short writing exercises during the semester called "Research Reports". **Each student will complete this assignment individually.** Research Reports give the students a chance to reflect their findings on the environmental health topic they have been investigating and learn to utilize published research.

The purpose of the research report is to improve your written and oral skills by practicing summaries of current research in the literature (i.e., an article reporting the gathering of data and drawing of inferences from those data). Thus, for each research report, your task is to:

1. Find a current (published in 2010 and later) journal paper that is relevant to your group assignment topic.
2. Write a short, (400 words) summary of the study

The required style of the research report is described in the course orientation page on Folio. Research reports will be submitted online via Folio. The due dates are given in the "Course Schedule" table in the syllabus.

3. Final Paper (Activity 4)

Each group of students will be required to write a substantial paper on a selected topic. **This is a group study, each individual will be graded based on their contribution to the paper throughout the semester by the instructor and their peer's evaluations.**

The topic for the review paper will be selected by the students from a list provided by the instructor, in line with the learning objectives. It must approach the topic from an environmental health perspective; describe the direct and indirect environmental and occupational health hazards and present broad spectrum of point of views thorough in-depth analysis.

The style and instructions for preparation of the final paper is described in the course orientation page on Folio. **It is mandatory to submit a draft final paper on Week 8 (will be graded) so that the instructor can provide timely feedback.** The draft paper should include: **Introduction, Adverse Health Effects and Public Health Implications** sections.

The final paper will be submitted online via Folio. The due dates for the paper are given in the “Course Schedule” table at the end of the syllabus.

4. Factsheet document (1 double sided page with written information and visuals) (Activity 5)

Each group will prepare a brief document designed as a factsheet at the end of the course. **This is a product of the group work; each individual will be graded based on their contribution to the factsheet by the instructor and their peer’s evaluations.** Students are required to submit their factsheets on the day provided in “Course Schedule” table at the end of the syllabus.

Guidelines for preparing the factsheets are be provided in the course orientation page on Folio.

5. Quizzes (Activities 1,2,3), Mid Term (Activities 1,2) and Final Examination (Activities 1,2)

There will be five quizzes, a mid-term and final examinations. Exams may be any combination of true/false, multiple choice, matching, short answer, calculations & discussion.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and JPHCOPH funded) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to

complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (University Graduate Catalog)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the Student Conduct Code book, as well as the latest Undergraduate & Graduate Catalog to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the

outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Accommodations for Individuals with Disabilities

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose any disability for which an accommodation is being sought to the

Student Disability Resource Center (SDRC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912) 478-5136 / TDD (912) 478-0273 or the SDRC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date

Table 1. Course Schedule and Content

Week	Date	Topic	Content	Assignment
1	08/19/19	Course introduction Syllabus overview M1-Introduction to Environmental Health, Ecosystems, Human Populations and Sustainability	<ul style="list-style-type: none"> • Syllabus • Chapters 1, 2 and 3 • Lecture 	<ul style="list-style-type: none"> • Complete Course Orientation on Folio • Read Syllabus • Read chapters 1,2 and 3 • Complete online introductions by Wednesday 11:59 PM (will be used as attendance verification) • Complete Discussion 1 by Sunday 11:59 PM • Submit final paper "Top 3 topics of interest"; due Sunday 11:59 PM
2	08/26/19	M2-Environmental and Occupational Epidemiology	<ul style="list-style-type: none"> • Chapter 4 • Lecture • Communicate with your group members to start working on the final project 	<ul style="list-style-type: none"> • Read Chapter 4 • Complete Quiz 1 online due Sunday 11:59 PM • Submit your final paper rationale (graded as Discussion 2)
3	09/02/19	M3-Toxicology	<ul style="list-style-type: none"> • Chapter 6 • Lecture • Continue group work 	<ul style="list-style-type: none"> • Read Chapter 6 • Research Report I due Sunday 11:59 PM
4	09/09/19	M4-Exposure and Risk Assessment	<ul style="list-style-type: none"> • Chapters 8, 27 and 28 • Lecture • Continue group work 	<ul style="list-style-type: none"> • Read chapters 8, 27 and 28 • Quiz 2 online due Sunday 11:59 PM • Complete Discussion 3 by Sunday 11:59 PM
5	09/16/19	M5-Vectorborne Diseases, Pest Control and Pesticides	<ul style="list-style-type: none"> • Chapter 18 • Lecture • Continue group work 	<ul style="list-style-type: none"> • Read Chapter 18 • Research Report II due Sunday 11:59 PM

Week	Date	Topic	Content	Assignment
6	09/23/19	M6-Food Safety	<ul style="list-style-type: none"> Chapter 19 Lecture Continue group work 	<ul style="list-style-type: none"> Read Chapter 19 Complete Discussion 4 by Sunday 11:59 PM Quiz 3 online due Sunday 11:59 PM
7	09/30/19	M7- Radiation	<ul style="list-style-type: none"> Chapter 22 Lecture Continue group work 	<ul style="list-style-type: none"> Read Chapter 22 Midterm due Sunday 11:59 PM
8	10/07/19	Group Study	Continue group work	<ul style="list-style-type: none"> Draft final paper due Sunday 11:59 PM
9	10/14/19	M8-Air Quality	<ul style="list-style-type: none"> Chapter 13 Lecture Continue group work 	<ul style="list-style-type: none"> Read chapter 13 Complete Discussion 5 by Sunday 11:59 PM
10	10/21/19	M9-Water and Health	<ul style="list-style-type: none"> Chapter 16 Lecture Continue group work 	<ul style="list-style-type: none"> Read Chapter 16 Quiz 4 online due Sunday 11:59 PM
11	10/28/19	M10-Solid and Hazardous Waste	<ul style="list-style-type: none"> Chapter 17 Lecture Continue group work 	<ul style="list-style-type: none"> Read Chapter 17 Research Report III due Sunday 11:59 PM

Week	Date	Topic	Content	Assignment
12	11/04/19	M11-Built Environment	<ul style="list-style-type: none"> • Chapters 15, 20, 21, 23 • Lecture • Continue group work 	<ul style="list-style-type: none"> • Read Chapters 15, 20, 21, 23 • Quiz 5 online due Sunday 11:59 PM
13	11/11/19	M12-Climate Change, Energy and Environment	<ul style="list-style-type: none"> • Chapters 12, 14, 24, 25 • Lecture • Continue group work 	<ul style="list-style-type: none"> • Read chapters 12, 14, 24, and 25 • Watch online video • Complete Discussion 6 by Sunday 11:59 PM
14	11/18/19	M13-Environmental Psychology, Health Ethics and Justice	<ul style="list-style-type: none"> • Chapters 9, 10 and 11 	<ul style="list-style-type: none"> • Read Chapters 9, 10 and 11
15	11/25/19	Thanksgiving Break		
16	12/02/19	Group Study Wrap up		<ul style="list-style-type: none"> • Final Paper • Peer evaluations • Factsheets due Wednesday 11:59 PM
17	12/10/19	Final Exam- Timed for 2 hours- due 11:59 PM		

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.