

ISS 310-V: People and the Environment, Online **Course Schedule, Spring Semester 2012**

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Integrative Studies in Social Science:

You know you are taking a course in Integrative Studies in the Social Sciences (ISS). Do you know, however, what that means? All Integrative Studies courses are related in that they aim to teach concepts from a unique perspective.

“Integrative Studies is Michigan State's unique approach to general education, offering courses that integrate multiple ways of knowing into an enhanced appreciation of our humanity, creativity, knowledge, and responsibilities for ourselves and our world. Integrative Studies courses introduce students to college level work and important new ways of thinking.” (“Integrative Studies,” <http://www.ns.msu.edu/cisgs/CISGS/Newsletters/brochure.html>)

ISS courses consider how the social sciences explore and develop our understanding of the *human condition*, the life experiences common to all of humanity.

“The Social Science Integrative Studies core curriculum provides an interdisciplinary introduction to the body of knowledge, theory, practice and methods that the social sciences bring to an understanding of the human condition. These sciences form a vital and integral part of a liberal education. The Social Science Integrative Studies core consists of course options designed to:

- 1) Assist students in distinguishing their personal assumptions and beliefs from conclusions based upon critical thought and the analytical exploration of human behavioral patterns and trends.
- 2) Expand students' awareness of the ways that enduring and universal social issues and resolutions can be distinguished from those that are the consequence of specific or transient contemporary conditions.
- 3) Provide multicultural, international and national perspectives on human behavior that address the particular challenges and opportunities for a multi-racial and multi-ethnic American society.” (“What is Integrative Studies?,” <http://www.cis-ss.msu.edu/iss/about.php>)

Integrative Studies in Social Science Objectives:

The following learning objectives were set by the Center for Integrative Studies in Social Sciences for 300-level ISS courses. We attempt to address as many of these objectives as possible in our course.

- 1) Understand how social scientists apply critical thinking skills
- 2) Use concepts, methods, and theories of social science to account for social phenomena, and interpret behavior and social processes
- 3) Demonstrate the ability to make linkages or connections between diverse facts, theories, literatures, and observations across social science fields
- 4) Translate social science knowledge into local, national, and global citizenship
- 5) Respect and use critical and creative thinking, skeptical inquiry, and scholarly or scientific approaches to social behavior. Evaluate the quality of information, including differentiating empirical evidence from speculation, opinion, or belief
- 6) Locate, organize, synthesize, and communicate information from multiple sources and perspectives

- 7) Actively participate in the creation, identification, exchange, and transformation of knowledge in an ever changing world

Course Goals:

This course is a survey of global and regional interactions among people, their geographic location and utilization of space, and the physical environment. Particular emphasis is placed on the relationship between natural systems and human society. In this sense, ISS 310V is a merger of Human and Physical Geography, taught in an online environment.

Course Materials:

All materials required to complete this course will be provided for you through the course website in ANGEL. You will also be required to follow links in the online lessons to other websites that provide additional information on specific topics.

PLEASE NOTE:

- (1) **All course emails will be sent to your MSU (mail.msu.edu) account only** via the ANGEL system. You will need to check your Michigan State account at least once a day for emails from your Instructor and Online Geography staff. If you need to, please set your Michigan State account to forward your emails to an account that you do check frequently.
- (2) We highly recommend that you view this course website in Microsoft Internet Explorer 9.0+ or Mozilla Firefox 3.6+, as the site was designed specifically for use in these browsers.

Course Etiquette; interaction with other students and the course Instructor:

An entirely online course is quite different from the traditional courses you have taken at Michigan State University. In an online course, the only contact you are likely to have with your Instructor or with others in the class is through email, discussion boards, blogs, wikis, chat rooms, et cetera. In general, this system works very well and many students prefer it to a traditional (lecture) class because they can ask questions freely without feeling intimidated. We have also discovered, however, that this same feeling of freedom can be a negative thing, particularly because some students feel they can be rude. We ask that you make a special effort to be respectful in all of your correspondences during this course.

REMEMBER: THE ONLY BASIS YOUR INSTRUCTOR HAS FOR GRADING AND DISCUSSIONS IS THROUGH YOUR WORDS ON A COMPUTER SCREEN. Your Instructor has no other context in which to understand your thinking. Therefore, it is important to be concise, informative, and polite while 'talking' with your Instructor and other students in the class. Students who make rude comments will be warned the first time by email. In the event it happens a second time, the student will be asked to come in and meet with Dr. Arbogast to talk about the problem.

Course Organization (How this Course is Taught):

The course is managed by a team of faculty and staff; each section is taught by an instructor. The course is delivered through a series of online lessons. Course assessments are accomplished through online exams (based on lessons) and assignments.

Your Class Advisor, Associated Staff, and Instructors

Dr. Arbogast is the advisor of this course -- he created the course and is the professor responsible for the class in the context of the Geography Department at Michigan State. During this semester **Dr. Arbogast will NOT be involved in the day-to-day workings of the course.**

Cadi Fung is the course instructor. She is responsible for the day-to-day management and grading. Ms. Fung will grade all assignments and exams, respond to any content questions you may have, answer any questions about how to work through the course, and issue final grades. **ALL** email correspondence should go to Cadi Fung.

Juliegh Bookout, Adrienne Goldsberry , and Beth Weisenborn are staff members of Online Geography (onGEO) courses at State, so you may receive notices from them occasionally.

Lessons

This course consists of **12 online lessons** (or lectures).

<u>Lesson</u>	<u>Topic</u>
0	Getting Started
1	Introduction to the Course
2	The Geographic Perspective
3	Population and Demography
4	Urban Environments
5	Natural Resources: Spheres of the Environment Part 1: Introductions Part 2: Atmosphere Part 3: Hydrosphere Part 4: Biosphere and Lithosphere
6	Natural Resources: Agriculture and Food
7	Natural Resources: Energy
8	Natural Disasters Part 1: Introduction; Policy Part 2: Case Histories
9	Globalization
10	Environmental History: Attitudes, Ethics, and Policy
11	Climate Change
12	Reflections and Wrap-up

Throughout the lessons, you will be asked to follow supplemental web links and answer associated questions. The lesson will indicate whether links are required or optional. Required direction boxes say "**At this time...**" and provide you with instructions about further activities. You are required to complete the assignments in each of these direction boxes, which may ask you to read an excerpt or visit a website. Some exam questions will be derived directly from these selected websites that you are required to visit. Features such as "A **side note...**" boxes or the "**Above and Beyond**" sections are optional. In such cases, exploration of these sites will increase your understanding of the subject matter and may help you with the exams.

In each online lesson, you may have the opportunity to test your knowledge with pop-ups or bullet questions. These questions are *not graded and do not need to be handed in while you work through your lesson*. You will, however, be able to look at the correct answers and discuss any further questions you may have with your Instructor. You may see some of these questions (or similar questions) again on an exam.

Exams and their Grading

There will be **4 exams** during the semester. The exams are spaced as evenly as possible throughout the course.

The dates of the exams are listed on the schedule and calendar. You will be notified of an upcoming exam in the announcements section of the Course tab (the week of the exam). This notification will provide you with information concerning the exam dates and access times.

Each exam will be offered during a wide window of time (**Eastern Time**) on the dates specified (Schedule, Announcements, and Calendar). You may log into the exam at any time during that window. Once logged into the exam, you have a **set time limit** to complete your exam and turn it in. You must submit your exam before your time limit expires; if fail to submit by the expiration of the allotted time your exam will be submitted automatically.

You are expected to treat the online exams as you would treat an exam in a traditional lecture class - in other words, no cheating of any kind. Your Instructor and other administrators CAN and DO monitor your exam logs before, during, and after you have taken the exam - they can detect patterns consistent with **cheating and have the authority to discuss the matter with you immediately and give you a ZERO if they see fit**. With this said, the exams are 'open note,' and you can refer to your handwritten or typed notes while taking an exam.

Exams will consist largely of multiple-choice questions, although some true/false or short answer questions may be asked. All exam questions are selected at random from a pool of questions. All answer options for each question are also ordered at random. Please take note that your exam is unique and completely unlike any other student's exam. Attempting to cheat on these exams is a waste of time.

Once you have turned in your exam, the computer automatically grades the multiple-choice and T/F questions. Your grade will be uploaded to your personal gradebook (Report tab) and official grades, answers, and explanations for the exam will be provided on the course website (Content tab) about 3-4 days following the exam.

Makeup Exams. Makeup exams are **only** allowed in a FEW cases. If the exam is missed due to a medical/health emergency, a doctor's note may be requested in order to arrange a makeup exam. Also, a makeup can be scheduled if the Instructor is notified **at least ONE WEEK before the exam date** of a scheduling conflict. We cannot stress this enough... you **MUST** contact your Instructor **IMMEDIATELY** to set up a makeup exam. Otherwise, you will miss your opportunity to take a makeup and receive **0 points** for the exam.

Rhetorical Analysis Paper

Throughout the semester, you will be working on a 'scaffolded' paper, generally referred to as a Rhetorical Analysis. The goal of this assignment is to help you develop your written language skills

and become a more effective communicator, by completing a thorough analysis of a scientific article. To analyze an article rhetorically means to examine how the author succeeds or fails to communicate his or her ideas to readers.

The rhetorical analysis paper will be broken into four parts and you are required to submit each of the four parts by the due date and time (**11:59 PM (Eastern Time) on the date specified**). If you experience difficulty submitting your response, please contact your Instructor immediately. **Scores from all four parts of this assignment will count toward your final grade.**

Your paper will be submitted in four parts:

- Part 1. Abstract (10 points)
- Part 2. Thesis and outline (15 points)
- Part 3. Rhetorical Analysis Draft (15 points)
- Part 4. Rhetorical Analysis Final Paper (30 points)

Each part of your paper should build upon the preceding part and you must submit each part by its individual due date in time to receive a grade. This scaffolded format is intended to encourage revision and help you to achieve your best final grade. Part 4 will be your formal rhetorical analysis in its finished form – the culmination of all four parts in one cohesive paper.

Late assignments: If you do not submit any one part of this assignment by the due date, you have 24 hours (after the due date) to contact your Instructor to explain your situation AND submit your late response. Responses submitted within this 24-hour window will be worth only half credit; in other words, the most you can earn for a late response is 5 points. You will receive 0 points for all responses submitted after the 24-hour window.

Course Reflection Assignment

Near the end of the semester (*see* schedule) you will be required to submit your response to a course reflection assignment. Your answer to this assignment will be due at **11:59 p.m. (ET) on the date specified on the schedule!** You will receive **0 points** (out of 15 possible) for a late response.

This reflection assignment will be loosely based on the lessons covered throughout the course, and will ask you to draw upon the knowledge you gained during that time. This assignment is worth 15 points total. Your score will be based on the completeness of your response (for example, 15 points for a truly superior and insightful response, 10 points for a complete response, 1 point for an incomplete response), as well as spelling, grammar, and clarity. All sources must be cited. Also, any form or degree of plagiarism will NOT be TOLERATED and will result in **0 points**, no questions asked!

As with any course, it is the responsibility of the Instructor to uphold the standards suggested by the grading rubrics. While your grade is determined by assessing the quality of your assignment compared to the grading rubric, the grading process is subject to the rigor of the Instructor.

A note: This assignment has been designed to provide you with the opportunity to reflect upon a topic discussed in class. We do not want to read your unfounded and unsupported opinion about an issue. You must support your ideas and opinions with **credible, properly referenced sources**

when appropriate. Claiming that a phenomenon occurs because it is *mother-nature's will* is NOT acceptable and your response will be graded accordingly.

Late assignments: If you do not submit your assignment by the due date, you have 24 hours (after the due date) to contact your Instructor to explain your situation AND submit your late response. Responses submitted within this 24-hour window will be worth only half credit; in other words, the most you can earn for a late response is 7.5 points. You will receive 0 points for a response submitted after the 24-hour window.

Discussion Participation

You can use the message boards to post content questions/responses and other discussions about the lessons. Message boards (and chat rooms) are good places for you to get to know your classmates -- as much as is possible in an online course.

Although you are not graded on your participation, we encourage you to reach out to your Instructor and fellow classmates, so you can get the most out of this course. Furthermore, participation may be noted by your Instructor.

Course Policies:

Course Material in ANGEL. From the ANGEL Help Page (<http://help.angel.msu.edu/>):

"Know your rights and University Policy: Michigan State expects that you will respect the rights of faculty and other students as you participate in the educational process. Participating in an ANGEL course means that you may have access to personal information and academic work produced by other students and faculty members, such as discussion board postings, drafts of papers and other work produced in the course. **Academic norms and Michigan State policy require that you must not reveal any information about classmates, course work content, or its authors to anyone outside the course.**"

ALL of our course material in ANGEL is copyrighted property of Michigan State. This means that ALL course material in the ANGEL course site is protected and, other than one copy of the material for your own personal use, this material should not be distributed or posted in any form.

If material (lessons/assignments/quizzes/and so on) from the ANGEL course site is posted outside of ANGEL it is considered misuse of the material, therefore, the course staff can give you a Zero (even after the fact) for the assessment from which the material came.

Academic Honesty

From "Academic Dishonesty" (<http://www.msu.edu/unit/ombud/honestylinks.html>; Michigan State's Office of the Ombudsman):

Article 2.3.3 of the Academic Freedom Report states that "the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Geography at Michigan State University adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in "Spartan Life: Student Handbook and Resource Guide." Students who commit an act of academic dishonesty may receive a 0.0 on the assignment or in the course.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including possibly homework, [writing assignments,] lab work, quizzes, tests, and exams, without assistance from any source. You are not authorized to use external websites whose purpose is to facilitate academic dishonesty to complete any course work in this course. Students who violate Michigan State rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

Exam and Assignment Protocol

Michigan State's Academic Honesty code specifies that procuring any course material with examination/assignment questions or answers is prohibited. This means that you may NOT use earlier quizzes or exams to study from or to work off of while taking your quiz or exam or submitting an assignment.

Plagiarism

More specifically, a very important issue with virtual classes is plagiarism. As defined, plagiarism is the effort to fundamentally use someone else's ideas as your own. Studies show that plagiarism is very common at most universities (including Michigan State), but is an even bigger problem in virtual classes since it is easy to copy directly from the website and put those exact words, or most of the words, in an answer. This is a potential problem in the case of the exams with essay questions and in the case of writing assignments. It is essential that you provide references when needed (i.e., you cite information that did not originally come from you) and that your responses are phrased in your OWN, original words. **This also means that borrowing parts of other students' responses is TOTALLY and COMPLETELY unacceptable; doing this will result in a ZERO, no questions asked.** If your Instructor suspects that a part or all of an answer has been plagiarized, the student will be contacted immediately - plagiarized content is given **0 points**.

Please see the example below for clarification:

THE QUESTION ASKED:

How do humans influence species populations and ecosystems?

THE WEBSITE MATERIAL:

"Increased human population often leads to greater influence on the environment and sharper declines in species and ecosystems. According to the authors of the human footprint study, however, land transformation probably poses the single greatest threat to biodiversity, resulting in habitat loss and/or fragmentation for wild species. Beyond its effects on the nearby area, it can have global consequences, such as worldwide changes in soils and increased demand for fresh water for irrigation.

The authors also found that the greater the human access through roads, rivers, and coastlines, the greater the likelihood of resource extraction, pollution, and the introduction of invasive species. Both human access and land transformation have been fueled by increased power infrastructure (access to fossil fuel and electrical power) over the last century. Throughout most of human history, impact on the environment was constrained by raw human and animal muscle power. But today, one person with a bulldozer can match the power of 300 horses" (*The Human Footprint*, NASA-EO, 2003).

A PLAGIARIZED STUDENT ANSWER:

Increased human population can lead to declines in species populations and ecosystems. Land transformation probably poses the greatest threat, resulting in habitat loss and fragmentation for species. While land transformation can affect the nearby area, it can have global consequences, like global changes in soils and increased demand for fresh water for irrigation. Also, the greater the human access through roads, rivers, and coastlines, the greater the likelihood of resource extraction, pollution, and the introduction of invasive species. Both human access and land transformation have been fueled by increased power infrastructure over the last century.

When reading the above example, the instructor cannot tell whether this student learned anything from answering this question, or if they just looked for key words and then copied a few sentences into their answer. This is the main reason why you must be sure to read the website, think through the information, and then answer the question in your own words. The example below is a good answer; the information is basically the same, but the sentences are not the same as the website sentences. It is obvious when grading this question that the student has thought through the information before answering. Furthermore, a reference is provided to support the student's answer.

AN EXAMPLE OF A GOOD WAY TO REWORK THIS INFORMATION INTO YOUR OWN ANSWER:

Humans can negatively influence species populations and ecosystems through land transformations. As humans transform previously "wild" lands they may encourage habitat loss or habitat fragmentation, both of which may lead to ecosystem degradation and a decline in species populations. Land transformations affecting large areas may even change an ecosystem's soil properties or alter water resources. Humans can also negatively influence species populations and ecosystems through increased access into "wild" lands as more roads are constructed or rivers and coastal areas are more heavily traveled. (Web reference: *The Human Footprint*, NASA-EO, 2003, <http://earthobservatory.nasa.gov/Study/footprint/>)

Please be conscientious of this potential problem as you work through the course, and do not hesitate to contact your Instructor if you have any questions. All students are required to read this syllabus. By doing so and remaining enrolled in this course, you have agreed to uphold our policies concerning academic honesty.

Any student who commits an act of academic misconduct (including academic dishonesty, violations of professional standards, or falsification of academic records; [click here to read the University policy](#)), **will be reported to the University via the Academic Dishonestly Report portal**. The type of misconduct and penalty, as well as a detailed account of the violation are submitted and will be accessible to the student's Associate Dean, designee, and Instructor-of-Record.

Grading:

Your final grade will be based on your **4 exam scores, your rhetorical analysis paper (submitted in 4 parts), and your course reflection assignment**. Here is the breakdown:

- **4 exams worth 50 points each = 200 points**
- **1 rhetorical analysis paper, part 1 is worth 10 points, parts 2 and 3 are worth 15 points each, part 4 is worth 30 points = 70 points**
- **1 reflection assignment worth 15 points = 15 points**

The maximum number of points for this class is 285.

Final grades will be based on the following **STRAIGHT SCALE** (which has been created using ONLY the final grades of over 5,200+ past students in ISS 310-V):

Percent	Grade
92-100	4.0
87-91	3.5
82-86	3.0
77-81	2.5
72-76	2.0
66-71	1.5
52-65	1.0
< 52	0.0

You can view your grades for the assignments and exams by **viewing your personal grade report** (Report tab).

Extra Credit:

GEOblog Comments

Our online Geography Instructors, faculty, and staff frequently blog about relevant events and articles on the Department's *GEOblog*: <http://geoblog.vudat.msu.edu/>. You are strongly encouraged to visit the GEOblog regularly to further explore real-world examples of topics being covered in the class. In order to earn extra credit points, you can leave a response to your Instructor's blog posts. You can earn 1 point per thoughtful/insightful response that you submit to each of *your Instructor's* blog posts. In other words, you can earn one point for one response submitted to **one of your Instructor's blog posts**. You may earn a **total of 5 extra points** that will be added to your earned total of points at the end of the semester. So, make five different thoughtful/insightful responses to five different blog posts of your Instructor for a total of five extra points. It is that easy. You will receive more information and additional instructions about this over the course of the semester.

Posting GEOblog comments, as described above, is the *only* opportunity for additional points. NO other extra credit will be offered or accepted.

ISS 310-V: People and the Environment, Online
Course Schedule, Spring Semester 2012

Date	Lesson	Topic
1/9	0	Getting Started: Entrance, Assessment, and SLO Questionnaires, due Tu, 1/7
1/9	1	Introduction to the Course
<i>January 16: No Class</i>		
1/17	2	The Geographic Perspective
M, 1/23	Rhetorical Analysis part 1 is due by 11:59 PM (ET) (10 points)	
1/25	3	Population and Demography
2/1	4	Urban Environments
<i>February 3: Last Day for a Tuition Refund</i>		
W, 2/8 to Th, 2/9*		Exam 1: Covers material from Lessons 1 to 4 (50 points)
2/9	5.1	<i>Natural Resources: Spheres of the Environment</i> Part 1: Introduction
2/13	5.2	Part 2: Atmosphere
M, 2/20	Rhetorical Analysis part 2 is due by 11:59 PM (ET) (15 points)	
2/15	5.3	Part 3: Hydrosphere
<i>February 29: Middle of Semester</i>		
2/22	5.4	Part 4: Biosphere and Lithosphere
W, 2/29 to Th, 3/1*		Exam 2: Covers material from Lesson 5 (50 points)
3/1	6	Natural Resources: Agriculture and Food
<i>March 5 to March 9: Spring Break</i>		
3/12	7	Natural Resources: Energy
M, 3/19	Rhetorical Analysis part 3 is due by 11:59 PM (ET) (15 points)	
3/20	8.1	<i>Natural Disasters</i> Part 1: Introduction; Policy
3/28	8.2	Part 2: Case Histories
W, 4/4 to Th, 4/5*		Exam 3: Covers material from Lessons 6 to 8 (30 points)
4/5	9	Globalization
4/11	10	Environmental History: Attitudes, Ethics, and Policy
M, 4/16	Rhetorical Analysis part 4 is due by 11:59 PM (ET) (50 points)	
4/18	11	Climate Change
4/23	12	Reflections and Wrap-up
M, 4/23	Course Reflection Assignment is due by 11:59 PM (ET) (15 points)	
W, 5/2 to Th, 5/3*		Exam 4: Covers material from Lessons 9 to 12 (50 points)

* Exams will run from **8 AM (ET) on the first date to 3 PM (ET) on the second date.**

** **Rhetorical Analyses and Writing Assignments are due** by 11:59 PM (ET) on the due date provided.