Fayetteville State University  
College of Arts and Sciences  
Department of Government and History  
GEOG 110: Environmental Literacy  
TERM

I. Locator Information:

**Instructor:**  
Course # and Name: GEOG 110: Environmental Literacy  
Office Location:  
Semester Credit Hours: 1  
Office Phone:  
Day and Time Class Meets: T 12:30 – 1:45 PM  
Office hours:  
Total Contact Hours for Class: 1 hour per week  
Email address:  

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@unfcsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.unfcsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description:  
An introductory course on the impact human beings have on the environment, the basic relationship between humans and our environment. The course will discuss local, regional, and global environmental issues such as food resources, water resources, and energy resources. The focus will be on the transition to university life and campus resources supporting sustainability as a student and as a member of the campus community.

III. Disabled Student Services:  
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building. Room 155 (1st Floor); 910-672-1203.

IV. Textbook:  
Garbology: Our Dirty Love Affair with Trash by Edward Humes.

V. Student Learning Outcomes

**PRIMARY CORE STUDENT LEARNING OUTCOME:** Students will be able to demonstrate skills they need for a successful transition to university life.

**SPECIFIC COURSE OBJECTIVES:**

Upon completion of this course, students will be able to:

- **Describe** the importance of the environment in our lives and our wellbeing.
- **Evaluate and appreciate** the environmental impact of their decisions such as recycling, food waste, and resource utilization on campus.
- **Set up** personal environmental goals.
- **Understand and evaluate** the impact anthropogenic factors have on the environment.
- **Identify and describe** the campus issues as related to the environment.
- **Analyze** the importance of natural resources to a country’s economic success.
- **Analyze** the role that the United States plays in the global environment.
- **Articulate viewpoints so as to participate** in discussions about our planet and the environment.
VI. Course Requirements and Evaluation Criteria

a. Grading Scale – The class grading scale for this course is consistent with the university catalog and is as follows:

- A = 92 - 100%
- B = 83 - 91%
- C = 73 - 82%
- D = 64 - 72%
- F = Below 64%

b. Attendance Requirements – The university guidelines on class attendance in the undergraduate catalog, and the following instructor’s attendance policy will apply:

All students are required to attend all class meetings scheduled for the semester in the sections that they are registered for. You may be excused when you have a legal document that proves a medical/family emergency. With the exception of an official university excused absence, approved absences may NOT exceed 2 class meetings in a regular semester. For official approved events, a class absence may be excused. However, the student will assume full responsibility for learning course content missed and completing any missed assignments. Suggested catch-up on missed course materials include checking the Blackboard course site and getting in touch with peer(s). Learning is a progressive and continuing process, where new concepts are built upon learned concepts. Students who have excessive absences tend to:

- have poor understanding of concepts,
- be unclear about what to do on assignments/computer projects,
- lack critical information related to successful completion of assignments or projects,
- be late on assignments or projects, and
- exhibit poor class performance.

c. Graded Assignments - Class attendance, assignments, two in-class exams, and one final exam will be used to determine student’s final grade. Assignments will consist of short essays about relevant topics and some trips (for observation and recording) to places inside the FSU campus.

d. Value of Each Assignment - The percentage of the final grade represented by each individual assignment is as follows:

- Attendance = 40 points (40%)
- Short essay / Assignments = 30 points (30%)
- Midterm Examination 1: = 10 points (10%)
- Midterm Examination 2: = 10 points (10%)
- Final Examination = 10 points (10%)

Total Points = 100 points (100%)

e. Policy on Missed Examinations - Make-up examinations are not allowed. You are also responsible for checking any updates on the final exam day/time for this course in the university’s website. Type “Final Examination Schedule” in the Search tool in FSU home page.
FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.
VII. Academic Support Resources – Note used

VIII. Course Outline and Assignment Schedule

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course and course expectations</td>
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<td>Ch. 0. Introduction</td>
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<td>2</td>
<td>Ch. 1. Natural Resources and their Conservation</td>
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<td>3</td>
<td>Ch. 2. Economics, Ethics, and Critical Thinking</td>
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<td>4</td>
<td>Ch. 3. Lessons from Ecology</td>
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<td>Questions for INCLASS EXAM 1</td>
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<td>IN CLASS EXAM #1</td>
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<td>5</td>
<td>Ch. 4. The Human Population</td>
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<td></td>
<td>Review of MIDTERM EXAMINATION #1</td>
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<td>6</td>
<td>Ch. 5. World Hunger and Sustainability</td>
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<tr>
<td>7</td>
<td>Ch. 5. World Hunger and Sustainability (continued)</td>
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<tr>
<td>8</td>
<td>Ch. 22. Energy, Resources and Recycling</td>
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<td>Questions for IN CLASS EXAM #2</td>
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<td></td>
<td>IN CLASS EXAM #2</td>
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<td>9</td>
<td>Local Environmental Issues such as food / waste on campus</td>
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<td></td>
<td>Review of MIDTERM EXAMINATION #2</td>
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<td>10</td>
<td>Local and Regional Environmental Issues – current topics</td>
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<td>11</td>
<td>Environmental Statement</td>
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<td>Environmental Goals</td>
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<td>13</td>
<td>Global Environmental Issues</td>
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<td>14</td>
<td>Review for FINAL EXAMINATION</td>
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<td></td>
<td>FINAL EXAMINATION for graduating seniors</td>
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IX. Teaching Strategies: Lecture-based course with student participation.

X. Bibliography: The instructor may assign additional readings beyond the textbook during the semester. These items may be on reserve in the library and/or the appropriate citation to obtain the readings will be given for students to locate.