

HSCI 3306 (CRN 25565): Environmental Health ONLINE

Spring 2021

Christina Sobin, PhD, Instructor

Office hours: by request (email the instructor)

casobin@utep.edu

(915) 747-8309

COURSE DESCRIPTION

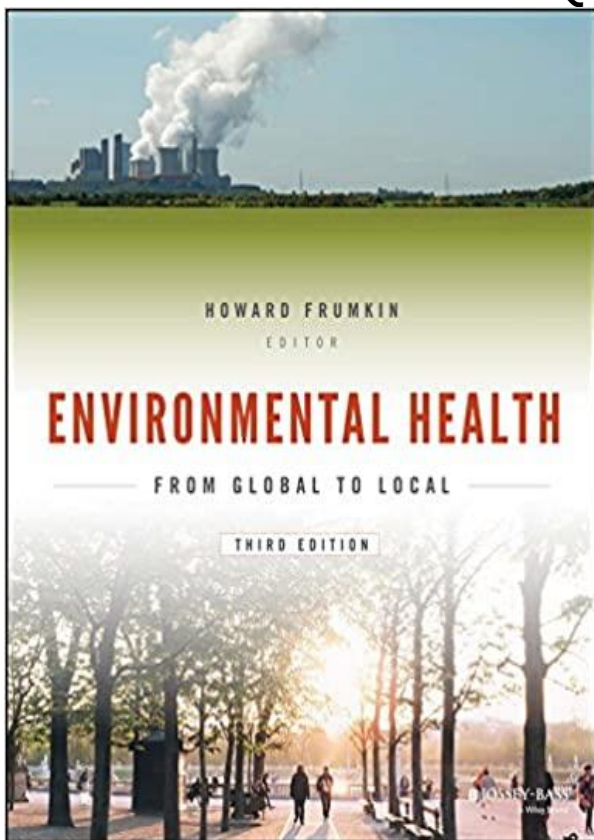
HSCI 3306 is a required undergraduate course for all Health Promotion and Bachelor of Public Health majors. This course considers the relationship of the environment to human health and disease. Principles and concepts of environmental health and environmental health hazards are emphasized. Topics for study include ecology, sustainability, epidemiology, toxicology, risk assessment, and behavioral and sociological factors that impact man's health, as they relate to the environment.

EXPECTED LEARNING OUTCOMES

After completing the reading and activities required in this course, students will be able to:

- Understand, explain, and discuss the meaning of "environmental health" and how the environment has impacted the health of humans across the ages**
- Understand, explain, and discuss climate change evidence that demonstrates how climate change is currently affecting the planet and human health**
- Understand, explain, and discuss the meaning of "sustainability" with regard to the environment**
- Understand, explain, and discuss how contact with nature promotes human health**
- Identify major ecosystems and the component interactions that are essential for their survival**
- State the value Geographic Information Systems (GIS) and their major attributes, functions and applications for Environmental Health**
- Understand, explain, and discuss "epidemiology" and give examples of how epidemiology is used in environmental health and occupational health**
- Critically consider and compare how ethical values as compared to empirical evidence influence decisions in Environmental Public Health**
- State and discuss the primary Environmental Public Health principles that guide prevention of disease and promotion of health**
- Understand, critically discuss, and apply principles and best practices of environmental health communication, in written and video formats**

REQUIRED MATERIALS



TEXTBOOK:

Frumkin, Howard. Environmental Health: From Global to Local, 3rd Edition, San Francisco, CA: Jossey-Bass, 2016. ISBN: 978-1-118-98476-5.

This book is available in the UTEP bookstore and also from several online sources including, for example, Amazon: [Environmental Health, 3rd Edition \(Frumkin, H.\)](#)

TECHNOLOGY: All course content is delivered via the Internet through the Blackboard learning management system (LMS). To participate in this course, you must have daily access to a computer/laptop, webcam, and microphone. Also, download or update the following software: Microsoft Office, Adobe, Flashplayer, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date, and are able to access all parts of the course. Ensure your UTEP e-mail

account is working and that you have daily access to the Web via a stable web browser. Use must use Google Chrome or Mozilla Firefox browsers when accessing Blackboard. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technology needs of students.

COURSE EXPECTATIONS AND HOW TO SUCCEED IN THIS COURSE

When you complete this 15-week course, you will be awarded 3 credit hours. The minimum expectation for any undergraduate level 3 credit hour course is approximately 9 hours of work per week. The syllabus for this course was designed to be completed in approximately 9 hours of work per week, or approximately 1.5 hours per day, 6 days per week.

Success in a fully online course requires *discipline and structure.* It is highly recommended that you choose the same time each day to complete work for this class. For example, you may decide that you will complete work for this class between 9:30am and 11:00 am every morning, Monday through Saturday. Working each day at the same time of day, will build a strong work habit, and will promote efficiency, productivity, and learning. Staying connected to peers through *Discussion Board* will also be very important for your success. Another secret to success is learning in “small bites.” Having a daily study plan promotes this learning approach. Below is one possible study plan for you to use. Note that the mid-term and final exam project must be worked on weekly throughout the semester.

SUGGESTED WEEKLY STUDY PLAN

MONDAY 1.5 hrs	TUESDAY 1.5 hrs	WEDNESDAY 1.5 hrs	THURSDAY 1.5 hrs	FRIDAY 1.5 hrs	SATURDAY 1.5 hrs	SUNDAY
<ul style="list-style-type: none"> - Watch course videos - Read assigned content/textbook - Take notes - Begin to think about and prepare assigned concept explanation - DISCUSSION BOARD Check weekly prompt; read or watch information related to prompt; think about response 	<ul style="list-style-type: none"> - Read assigned content/textbook - Take notes - Re-watch course videos - Continue to prepare assigned concept explanation - DISCUSSION BOARD During your study, pause to think about how weekly prompt relates to content; begin to consider your response. 	<ul style="list-style-type: none"> - Read assigned content/textbook - Take notes - Re-watch course videos - <u>BY 5PM WEDNESDAY</u> Complete and upload assigned concept explanation including (written paragraph and Powerpoint slide) - DISCUSSION BOARD Prepare 1 post response to prompt; 1 post response to a peer (min. 2 posts required) 	<ul style="list-style-type: none"> - Study for WEEKLY TEST by reviewing reading, notes and key concepts - Review concept illustrations prepared by classmates in preparation for weekly test - <u>BY 10PM THURSDAY DISCUSSION BOARD</u> Post 1 response to prompt; post 1 response to a peer (min. 2 posts required) - Work on Environmental Health Video FINAL PROJECT 	<ul style="list-style-type: none"> - Review for WEEKLY TEST - <u>BY 10PM FRIDAY</u> Complete WEEKLY TEST (7am - 10pm) - Work on Environmental Health Video FINAL PROJECT 	<ul style="list-style-type: none"> - Work on Environmental Health Video FINAL PROJECT 	<p>REST !</p> <p>PONDER !</p> <p>RELAX !</p>

FIVE COURSE ELEMENTS AND GRADING

Your final grade will be determined by your performance on five required course elements. Each week for the first 14 weeks you have the potential to earn a total of 120 points. For Week 15, the only requirement is for you to finalize and submit your Final Project Video and Revised Storyboard by Wednesday, May 5 at 8PM.

No work is accepted late.

There are no "extra credit" options in this course.

All work must be completed on time during the weeks assigned.

FINAL GRADE CALCULATION

A	B	C	D	F
2800 – 2520	2519 – 2240	2239 – 1960	1959 – 1680	1679 and below

GRADING OF COURSE ELEMENTS

Element	Description	Element Details	Percent of Total Grade	Total Points
1	Weekly Concept Assignment	Required Weeks 1 to 14 Assignment includes a written concept explanation (.docx) and a Powerpoint slide (.pptx) uploaded to Blackboard as two separate files; Each file can earn up to 20 pts, possible 40 pts total per week; Files must be uploaded to Blackboard no later than 5PM Wednesdays	20%	560
2	Discussion Board Posts	Required Weeks 1 to 14 Minimum 2 Discussion Board posts required per week; Each post can earn up to 20 pts, 40 pts possible per week; Posts must be completed no later than 10PM Thursdays	20%	560
3	Weekly Test	Required Weeks 1 to 14 Each test is 20 questions, each question is worth 2 pts, 40 pts per tests; Tests must be completed by 10PM Fridays	20%	560
4	Mid-Term Environmental Health Video Project	DUE Week 8, Friday March 12, by 8PM Detailed instructions for the video project posted separately in Blackboard	20%	560
5	Final Environmental Health Video Project	DUE Week 15, Wednesday May 5, by 8PM Detailed instructions for the video project are posted separately in Blackboard	20%	560
TOTAL POSSIBLE COURSE POINTS				2800

DISCUSSION BOARD CONTRIBUTIONS

EACH WEEK YOU WILL BE REQUIRED TO POST A MINIMUM OF 2 COMMENTS ON THE WEEKLY DISCUSSION BOARD. Your required posts must be completed by Thursdays at 5pm. One post must address the topic prompt or question; one post must be a response to a peer comment. Posts must be up no later than 5pm on Thursdays.

Discussion Board is a very useful Blackboard tool. The Discussion Board allows you to stay connected with your peers, while improving your skill in expressing your ideas in clear and concise written form. Exchanging ideas on Discussion Board helps students to better understand other's views, which may differ from your own. (General questions and clarifications about the course can be posted on the Course Discussion Board.) Each week a new topic relevant to the reading assignment will be posted, and you will be asked to respond to a question about the content. The Discussion Board topic may include a video to watch and consider, and/or a question related to the textbook assignment.

Discussion Board comments must follow basic rules of "netiquette." Here are 5 rules to always keep in mind as you are preparing your posts:

1. Remember where you are in cyberspace. Comments that you would make on social media, in text messages, or in online chat rooms, may not be appropriate in virtual classroom cyberspace. In virtual classrooms, your comments will be evaluated for critical thinking, logic and evidence. Emotional outpourings and strong claims with no substantiating evidence, are not appropriate in virtual classroom cyberspace. Posts will be graded on clarity and logic, and when relevant, evidence for the ideas presented.
2. Picture the person behind the post. Remind yourself that there is a human being behind the post to which you are responding. In cyberspace, you can very easily hurt the feelings of your peers. Put yourself in the other person's shoes. Always give others the "benefit of the doubt." Always remember that you are responding first to a person, and second to the ideas that they express.
3. Follow the same standards of behavior online that you would follow if you were standing with the person. Do not write something online that you would not say to the person in a face-to-face interaction in the classroom.
4. Respect length expectations. Do not waste others' time. Your posts must be clear and concise. Long, rambling posts do not benefit the writer or the reader. READ and EDIT your posts for clarity and precision before posting them.
5. Put your best thinking self forward. People are judged by what they write in cyberspace. In a virtual classroom, your posts reflect *who you are as a scholar.* Think carefully about what you post. Be sure your posts are not filled with typos, grammatical errors, or careless comments that are not related to the course content. READ and EDIT your posts before posting them.

All Discussion Board comments are monitored throughout the week and graded weekly by the Instructor and by the Teaching Assistant. *If you see a post that does not abide by these rules, be a leader and model maturity. Do not "inflamm" the situation. If you believe someone has posted inappropriately, immediately notify the course Instructor (C. Sobin).*

WEEKLY CONCEPT ASSIGNMENTS

EACH WEEK, EACH STUDENT WILL BE ASSIGNED ONE ENVIRONMENTAL HEALTH CONCEPT, DEFINITION, OR IDEA FROM THE TEXTBOOK TO EXPLAIN IN WRITING AND TO ILLUSTRATE VISUALLY, ON A POWERPOINT SLIDE.

The written explanation can earn up to 20 points and the slide can earn up to 20 points.

One of the most important things you will learn in this class is how to communicate knowledge about environmental health to a broad audience. Learning how to provide concise explanations of key concepts and learning how to illustrate concepts visually, are critical to effective communication about environmental health to the general public.

Weekly Concept Assignment Details:

- 1) **The concise written explanation** of the concept must be "*in your own words*" and no longer than about 200 words; submit the written explanation as a separate Word document (.docx).
- 2) **The PowerPoint slide must illustrate or elaborate on** the written explanation; PLEASE NOTE THAT the slide must *add to, NOT DUPLICATE*, the information in the written explanation; submit the illustration as ONE Powerpoint slide (.pptx).

THE GRADE FOR THE WRITTEN EXPLANATION IS BASED ON CLARITY, COMPLETENESS AND PRECISION OF THE RESPONSE (THAT IS, WHETHER THE STUDENT DIRECTLY ADDRESSED THE QUESTION/COMMENT ASKED).

WRITTEN EXPLANATIONS ARE NOT GRADED BASED ON LENGTH. TO GET MAXIMUM POINTS, YOU MUST WRITE AN EXPLANATION THAT IS COMPLETE AND CONCISE WITH NO GRAMMATICAL ERRORS OR TYPOS, AND NO LONGER THAN 200 WORDS.

Please note: the content of all assignments must be completely original and cannot be copied from any other sources. Copying others' work is **PLAGIARISM**. Academic honesty is taken very seriously in this course, and at our institution. Any work determined to be copied will receive a grade of "0" and all cases of plagiarism will be immediately turned over to the Dean of Students, Division of Student Affairs.

WEEKLY TESTS

WEEKLY TESTS ARE A REQUIRED ELEMENT OF THIS COURSE AND MUST BE COMPLETED BEFORE 10PM EACH FRIDAY.

Each WEEKLY TEST will cover knowledge from the assigned reading content, usually from the textbook.

WEEKLY TESTS are open-book, multiple-choice format with 20 questions; you will have 60 minutes to complete each WEEKLY TEST. The test must be completed in one sitting (no starting and stopping).

In order to do well on the weekly tests, you must read and take notes on the textbook. Each WEEKLY TEST will be worth a total of 40 points (2 pts per question).

MID-TERM and FINAL EXAM

Instead of a traditional mid-term and final exam, each student in the course will be required to plan and produce one 3 to 4-minute Environmental Health informational video on a topic chosen by the student from a list provided by the Instructor. The goal of the video is to educate the viewer about one specific aspect of climate change (e.g., more frequent heat waves) and to suggest to the viewer one specific solution that an individual person can carry out to stop climate change. Specific and extensive guidelines and support materials for this project are provided under the appropriate link.

“MID-TERM” ENVIRONMENTAL HEALTH VIDEO PLAN:

The mid-term submission will include the completed Conceptual Outline Form and fully annotated “storyboard” plan.

The components together (Conceptual Outline Form and Storyboard Form) are worth a possible 560 points total. The scoring of individual elements is shown in the detailed grading rubric. Students will receive feedback on their conceptual outline and storyboard plan so they can be improved before the final submission.

“FINAL” ENVIRONMENTAL HEALTH VIDEO:

The final submission will include the completed video with updated/improved Conceptual Outline Form and Storyboard Form.

The components together (video, Conceptual Outline Form and Storyboard Form) are worth a possible 560 points total. The scoring of individual elements will be as shown in the detailed grading rubric.

ATTENDANCE POLICY

Because this is an online course, attendance is determined by each student's participation online. Participation is determined by completion of the following activities:

- Viewing and/or reading all course information and videos to ensure understanding of weekly course activities and assignment requirements and content
- Participating in thoughtful discussion with your peers on the Discussion Boards
- Completing all Weekly Activities including video viewing, reading assignments, concept assignments, and weekly tests
- Completing the mid-term and final project (Environmental Health video plan and final video with updated plan).

To preserve a student's GPA, the student will be dropped from the course for failure to complete two consecutive weekly tests and/or concept assignments.

TECHNOLOGY REQUIREMENTS

All course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have daily access to the Web via a stable web browser. Use must use Google Chrome or Mozilla Firefox browsers when accessing Blackboard. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

To participate in this course, you must have daily access to a computer/laptop, webcam, and microphone. Also, download or update the following software: Microsoft Office, Adobe, Flashplayer, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and are able to access all parts of the course. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

ONLINE ETIQUETTE

- BEFORE you post, consider the audience. Remember that members of the class and the instructor will be reading your postings.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, post only what someone would comfortably say in a face-to-face classroom interaction.
- Postings to our Blackboard Discussion Board are private and confidential, and are intended only for the purposes of this online course. **COPYING AND PASTING ANY POSTINGS, VIDEOS, DOCUMENTS OR OTHER MATERIALS FROM THIS COURSE TO OTHER ONLINE SPACES IS NOT ALLOWED.**

LATE WORK POLICY

No late work will be accepted or graded.

There are no "extra credit" opportunities in this course.

*All work must be completed during the weeks assigned
and by the designated deadlines.*

DROP POLICY

To drop this class, please contact the [Registrar's Office](#) to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an "F" for the course.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to all students, and all others in the UTEP community with documented disabilities, in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship for the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

STUDENT RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.