



Course Syllabus

LEVR 101L Introduction to Environmental Science (Lab.)

1 Credit hour
Online Syllabus

I. COURSE DESCRIPTION

A study of the physical and chemical factors that control the extent of contamination of Earth's physical environment. Emphasizes soil, water, and air pollution and the chemical cycles that govern movement of pollutants from one environmental sector to another.

The lab portion of this course demonstrates the practical and technical aspects of data acquisition for environmental analysis.

Prerequisite: None

Corequisite: LEVR 101 Lecture

Lab Fee: None

II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

<i>Spiritually alive</i>	Biblical Literacy; Spiritual Formation.
<i>Intellectually alert</i>	Critical thinking, Creativity, and Aesthetic Appreciation; Global and Historical Perspectives; Information Literacy; Knowledge of the Physical and Natural World
<i>Physically disciplined</i>	Healthy Lifestyle; Physically Disciplined Lifestyle
<i>Socially adept</i>	Ethical Reasoning and Behavior; Intercultural Knowledge and Engagement; Written and Oral Communication; Leadership Capacity.
<i>Professionally competent</i>	Discipline-specific proficiencies listed under Program Outcomes.

The last page of this syllabus, "COURSE INVENTORY for ORU's Student Learning Outcomes," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes.

III. PROGRAM OUTCOMES

This course supports the one of Laboratory Science requirements, required for General Education at Oral Roberts University. Students take this course from a variety of undergraduate degree programs, including: Business Administration, Church Ministries, Communications, Government, Leadership Studies, or Psychology.

This course is offered by the Biology and Chemistry Department. Students who are majoring in Environmental Science take EVR 250 Environmental Science Lecture and Lab instead of EVR 101. EVR 250 is focused on field work, in addition to data collection and analysis.

This course is aligned with the “Intellectually Alert” proficiency from ORU’s Whole Person Assessment mode. Specifically, this course addresses proficiency Critical Thinking (2A) and Global and Historical Perspectives (2C). These are defined as:

- Critical Thinking - The ability to integrate knowledge in order to identify and weigh possible responses to different situations, and to process information—both analytically and critically—so as to determine the validity of different, competing claims.
- Global and Historical Perspectives - The capacity to adapt to an international understanding in an increasingly interdependent global community, and to understand how current situations relate to events of the past

IV. COURSE GOALS

The purpose of this course is to familiarize the student with global environmental mechanisms and competing theories to explain viable global systems models. As a result of taking this course, the student will have the means of understanding the physical, chemical, biological, and social interrelationships of environmental science, as well as the types of human behavior that create stress on the physical environment. By learning proper laboratory techniques, the student will be introduced to scientific principles that are used to objectively obtain and analyze data for investigating natural phenomena.

V. COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

Apply scientific principles and research strategies to collect, analyze, and interpret environmental data to assess the level of health or stress in ecosystems.

VI. TEXTBOOK AND OTHER LEARNING RESOURCES

Before you purchase your required textbook(s), click on the ORU Bookstore link to verify whether digital texts are provided as part of your Follett ACCESS course fee.

<http://www.bkstr.com/oralrobertsstore/home>.

Required Materials

Textbooks:

Miller, G.T. Jr., & Spoolman, S. (2016). *Environmental Science* (15th ed.). Boston, MA: Cengage Learning. [Print ISBN: 9781305090446; Digital ISBN: 9781305544789]

Other required materials:

None.

Optional Materials

None

Writing Style

This course will use the American Psychological Association, 6th edition writing style for its dialogues and papers.

Single Author Examples -- (Note that APA uses just the initial of the author's first name.)

APA Rodriguez R. (1982). A hunger of memory: The education of Richard Rodriguez.
Boston: Godine. / ISBN

Multiple Author Examples

APA Smith, S. R., Eckland, K., & Houser, J.

(The remaining information (title, etc.) follows the same format as the single author entries above.)

VII. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know ORU's policy on plagiarism and what is considered plagiarism: <https://goo.gl/iG7F4D>
2. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU Employee Handbook](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
3. **Whole Person Assessment Requirements:**
 - a. Specify which, if any, Whole Person Assessment requirements there are for this course.
Environmental Ethics Paper

B. School and/or Department Policies and Procedures

1. Class Assignments

- a. Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. Late Work

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.

3. Incompletes

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an "F." For

graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.

4. Citations

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the [ORU Citing and Documenting Sources](#) pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

C. Online Programs Policies and Procedures

1. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
2. **ADA and Students with Disabilities:**
 - Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
 - Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
 - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
 - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
3. **Useful Links for Online Students:**
 - [Student Learning Glossary](#)
 - Library: <http://library.oru.edu>.
 - D2L Helpdesk: d2lhelp@oru.edu
 - I.T. Student Helpdesk: studenthelpdesk@oru.edu
 - [Netiquette and Online Discussions](#): <https://goo.gl/f744AY>
 - Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

D. Course Policies and Procedures

1. **Evaluation Procedures:** The final grade will be based on forum discussions, quizzes, and projects. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course.

Assessment percentages by type of assignment:

Labs: 100%

2. Grading Scale:

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below.

3. Other Policies and/or Procedures

None

VIII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far-right column lists the Course Objectives (CO) that support the corresponding Assessment in column 2. Further descriptions for activities and assessments are in their respective weeks in D2L. When applicable, ¥ Indicates this is a Whole Person Assessment item. † indicates this is a faith integration item tracked by the program.

Week 1	Environmental Problems & Sustainability	Hours	Weight	CO*
	View/Listen/Read, Chp. 1 & 2	2.8	--	--
	Lab 1: Carbon Footprint	4	16%	1
Week 2	Ecosystems & Biodiversity	Hours	Weight	CO*
	View/Listen/Read, Chp. 3 & 4	3.1	--	--
	Lab 2: Home place Environment	4	16%	1
Weeks 3&4	Populations and the Environment	Hours	Weight	CO*
	View/Listen/Read, Chp. 5-9	5.6	--	--
	Lab 3: Population Growth	4	17%	1
Week 5	Natural Resource Sustainability	Hours	Weight	CO*
	View/Listen/Read, Chp. 10, 11, & 12	4.3	--	--
	Lab 5: The Dustbowl	4	17%	1
Week 6	Energy & Pollution	Hours	Weight	CO*
	View/Listen/Read, Chp.13, 15, & 16	3.7	--	--
	Lab 6: Sustainable Energy, Climates, & Waste	6	17%	1
Week 7	Sustaining Human Societies	Hours	Weight	CO*
	View/Listen/Read, Chp. 14 & 17	2.3	--	--
	Lab 7: Sustainability in your city	4	17%	1
Course Total	Total estimated hours based upon an average of 5.4 hours per week for 7 weeks	47.7	100%	

IX. COURSE INVENTORY

For ORU's Student Learning Outcomes LEVR 101L (Lab)

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

ORU defines each outcome and proficiencies/capacities listed below in this [Gen Ed Outcomes](#) paper.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation		X		
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences				X
4D	Responsible citizenship	X			
4E	Leadership capacity			X	

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This syllabus is subject to change without notice up until the first day of the semester.

Oral Roberts University | 7777 S. Lewis Avenue, Tulsa, OK 74171

E-mail: online@oru.edu | Web site: <http://www.oru.edu>