**Biology 105. Environmental Biology.**

*Current Environmental Issues*

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**Office Hours:**  
MWF 12:00 – 1:00  
TR 11:00 – 12:00  
Or by appointment

**Course Goals**

There are several goals to which you should strive in this course. You should:

- Gain a fundamental understanding of ecological processes to better understand how our planet functions
- Become aware of the influences of human population growth on organisms, communities, and ecosystems
- Recognize the inter-connectedness of humans and ecosystems
- Foster an interest in, and an ability to understand and critically analyze, information from the news media and other sources
- Understand that each of us plays a role in shaping the present and future, and local, regional, and global environments.

Environmental Biology will be presented in “modules.” These are groupings of like topic material that aid us in developing an understanding of the environment. Much of Module 1 is introductory material and forms the foundation for specific examples discussed in subsequent modules. For each module, there are several reading assignments that will broaden your exposure to and understanding of environmental issues.

**Educational Resources:**

Information for the course is primarily provided in lecture and readings for each module. Sources of information are available in each Module listing on the webpage. Additional information in the way of news and handouts will be provided throughout lectures to augment and reinforce the above information sources. Therefore, attendance is critical to obtain/clarify many of the concepts needed to build your knowledge of environmental biology. I encourage you to become active in the gathering of information for this course. Keep your eyes open for newspaper and magazine articles, electronic information, and news reports pertaining to any issues discussed in class. *Extra credit is allocated for newsworthy items brought by you to class* (see below).

The World Wide Web can be a useful (though sometimes time-consuming) resource for information on environmental issues. I urge you to use the www as a resource, especially as you will be relying on it to build your term projects (we will discuss these at a later date). I will hold several meetings where we will access the net as a group and I will also provide you with websites pertinent to the course.
Evaluation:

Student performance will be evaluated based on 4 module quizzes (80%) and an electronic term project (20%).

Quiz format will depend on course enrollment, but is generally a combination of short answer, diagram, and essay questions.

Participation in class, including contributed news articles and participation in discussions, is also noted. To obtain extra credit, please hand in a 3x5 notecard with your name and brief summary of the news item you presented in class.

The term project will be based upon information on a student-selected environmental issue that is obtained from the world wide web (we will provide out-of-class tutorials on web navigation and software used to prepare presentations). This information should be synthesized into an 8 minute “presentation” that I can view on my computer during the last weeks of the class.

Extra Credit:
Each year, numerous interesting and pertinent environmental issues are covered in the popular press. You can earn extra credit for finding news items and sharing them with the class.

On a 3”x5” note card, provide the following information PRINTED CLEARLY:

Name
Title of article
Source of article
Brief Summary about the information in your own words. It must be legible and grammatically acceptable.

Each accepted notecard is worth 0.1%, with a maximum of 20 notecards for the semester. Therefore, a full set of accepted notecards may result in the addition of as much as 2% (two) to the FINAL score of the student in the class.

Some good sites to begin your quest:
http://www.enn.com
http://www.cnn.com (Navigate the site to find the “Science and Nature” section)
http://dailynews.yahoo.com/headlines/sc/
Example of an acceptable notecard:

Global Warming Thaws Tropical Ice Caps
Source: International Environmental News (http://www.imagine.ien.org)
(B.Y.A. Student)
The famous snows of Mount Kilimanjaro are rapidly receding, according to Lonnie Thompson, a professor of geological sciences. At least one-third of the massive ice field atop Tanzania’s Mount Kilimanjaro in Africa has melted over the past dozen years. Since the glacier was first mapped in 1912, about 82 percent of it has been lost, possibly due to a drastic increase in surface temperatures over the region in the past century.

Biology 106 Environmental Biology Laboratory:

There will be no lab during the first week of classes. The first lab for Biology 106 shall be on August 28, 2006. Dress appropriately for the weather.

Grading:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F ≤ 59%

Academic Integrity:

The academic development of students and the overall integrity of the institution are primary responsibilities of WVU. Students should act to prevent opportunities for academic dishonesty to occur, and in such a manner to discourage any type of academic dishonesty (West Virginia University Bulletin).

Social Justice Philosophy:

West Virginia University is committed to social justice. We should work together as a community of scholars to maintain a positive learning environment based upon open communication and respect of all viewpoints. Any suggestions as to how to further such a positive and open learning environment in this class are appreciated. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in class, please advise me and make appropriate arrangements with Disability Services (293-6700).

Evacuation Plan for Room G15: In the event of an emergency, leave the classroom in an orderly manner. Those leaving from the back turn to the left after exiting the classroom. Those leaving from the middle of the classroom turn to the left or right after exiting. Those leaving from the front turn to the right after exiting the classroom. Leave the building through the nearest outside door. Once you’ve left the building, quickly move as far away as possible while avoiding parking lots. Do not congregate near the building or in parking lots.