

EAS 260: Environmental Science Seminar Series

Spring 2015, 1 Credit

Instructor: Dr. Liz Hasenmueller, O'Neil Hall 104F, 977-7518, hasenmuellerea@slu.edu
Office Hours: 2:10 – 3:10 pm W or by appointment

Meeting Times and Place: 3:10 – 5:00 pm W, O'Neil 206

Website: Blackboard (<http://blackboard.slu.edu>)

Course Overview: This semester we will focus on environmental remediation. As a group, and individually, we will explore how scientists, policy makers, and stakeholders work together to assess environmental problems and remediate them using local examples. The class period will include a combination of lectures, discussion, and activities led by the instructor, presentations by outside speakers, and student group presentations.

Learning Outcomes:

By the end of this course, students will be able to:

- Understand and communicate what environmental remediation is
- Define the types of environmental problems that require remediation
- Describe important groups involved in assessment and remediation
- Develop an in-depth understand of various types of remediation practices

Course Responsibilities and Grading Policies: Course grades will be determined based on group presentations, reflection reports, and class attendance and participation.

Team presentation project: 60%

The class will be divided into teams, each of whom will choose a type of remediation to focus on for the entire semester. The team will present two short oral presentations on their topic and submit a team report on the last day of class. All members of a team will not necessarily receive the same grade for the two oral presentations and final report. Instead, 50% of the grade will be based on the overall team product, and 50% on the contribution you made to the team project, as judged by yourself and your team members. The individual evaluations will be submitted anonymously to the instructor *via email* following each presentation and the final report submission.

Environmental issue oral presentation: 20% (10% team, 10% individual)

This is a 15 minute introduction to your environmental problem. Your presentation should give an overview of the problem and what effects it has on the environment and society.

Remediation oral presentation: 20% (10% team, 10% individual)

This is a 25 minute analysis of remediation efforts that apply to your environmental problem. Your presentations should cover potential remediation efforts, efforts to implement the remediation, and long-term outcomes.

Final report: 20% (10% team, 10% individual)

A final report detailing the environmental problem and remediation efforts will be due on the last day of class.

Reflection reports (guest speakers only): 25%

A 1/2-page written reflection report must be prepared for *each guest speaker* in the class, *due at the beginning of class the following week*. The report should include both a summary of the presentation and your thoughts, questions, and comments regarding the material presented. The reports should be printed (no emails please), single spaced, and without bullet points. These reports will be graded based on content as well as the quality of the writing (grammar, spelling, punctuation, sentence structure, etc.). If you need assistance with your writing, please visit writing services at the Student Success Center (see below for more information).

Class attendance and participation: 15%

Class attendance is required and will be recorded at each class meeting. Missing any classes during the semester will result in a loss of points from your participation grade unless a university-approved excuse (and the appropriate documentation) is provided within 5 days of the missed class. This seminar relies heavily on class discussion and participation. All students are expected to contribute thoughts, comments and questions. A failure to participate will result in a reduction in your participation grade.

Grading: Final grades will be determined by the instructor. However, students are guaranteed the following minimum letter grade (+/- grades will be given):

A: 90 – 100%

B: 80 – 90%

C: 70 – 80%

D: 60 – 70%

F: < 60%

Schedule: This is a *tentative* schedule. The instructor reserves the right to modify the order and topics as necessary. Changes to the schedule will be announced in class, and it is the students' responsibility to attend class or make other necessary arrangements to keep abreast of the situation.

Date	Topic	Instructor(s)
Jan. 15	Course introduction and overview; what is environmental remediation?	Dr. Hasenmueller
Jan. 21	Addressing a contaminated community: A case study of Herculaneum, MO	Maxine Lipeles and Beth Martin (Wash U Law Clinic)
Jan. 28	The West Lake Landfill	Ed Smith (Mo Coalition)
Feb. 4	Biological stream impairment assessment	Danelle Haake (LREC)
Feb. 11	Remediation projects demonstration	Dr. Hasenmueller
Feb. 18	A large-scale fish passage project	Steve Herrington (TNC)
Feb. 25	Best management practices at the Litzsinger Road Ecology Center	Amanda Topping and Deanna English (MoBOT, LREC)
Mar. 4	Team Presentations – Environmental Issues	Team Presentations
Mar. 11	Spring Break – No Class	
Mar. 18	CSO volume reduction pilot project	Sue McCrary (MSD)
Mar. 25	MoDNR remediation projects	Tracy Haag (MoDNR)
Apr. 1		
Apr. 8	Team Presentations – Remediation Efforts	Team Presentations
Apr. 15	Team Presentations – Remediation Efforts	Team Presentations
Apr. 22		
Apr. 29		

To be added to the schedule: Matt Cosby – Army Corps of Engineers

Academic Support: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to <http://www.slu.edu/success>.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-3484 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

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Writing Services: I encourage you to take advantage of the writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with any kind of writing project, multimedia project, and/or oral presentation. They offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 977-3484 or visit <http://www.slu.edu/writingservices.xml>.

Classroom Conduct: Students must be respectful and courteous to each other and the instructor at all times. Demeaning, abusive or otherwise foul language is prohibited. Talking on the cell phone (and cell phone ringing) is disruptive. All cell phones must be silenced before class begins. Do not make or receive calls during class under any circumstances. If you must use your phone, leave the classroom. Laptops are allowed in class for taking notes. Surfing the net, checking social media websites, or doing non-related work on a laptop during class is viewed as disrespectful and will result in a loss of participation points.

Academic Integrity and Honesty: The university is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an online quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of 0 for that assignment and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assignment of a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty:
<http://www.slu.edu/x12657.xml>.