ESPM 1011: Issues in the Environment

Tu Th 11:45 am – 1:00 pm
B45 Ruttan Hall, St. Paul Campus

3 credits
Spring 2020

Instructors
Dr. Peter Wragg, Dept. of Forest Resources
215 Green Hall
Phone: 612-624-5317
Email: wragg004@umn.edu
Office Hours: Tu/Th 10-11.30 AM or by appt.

Dr. Charlie Blinn, Dept. of Forest Resources
330B Green Hall
Phone: 612-624-3788
Email: cblinn@umn.edu
Office Hours: M/W 9-10:30 AM or by appt.

Dr. Dylan Millet, Dept. of Soil, Water and Climate
552 Borlaug Hall
Phone: 612-624-3259
Email: dbm@umn.edu
Office Hours: F 9-11:30 AM or by appt.

Dr. Brandy Toner, Dept. of Soil, Water and Climate
450 Borlaug Hall
Phone: 612-624-1362
Email: toner@umn.edu
Office Hours: Tu/Th 1:15-2:45 PM or by appt.

Lead Teaching Assistant
Hao Wang, Dept. of Soil, Water and Climate
322 Snyder Hall
Email: wang4637@umn.edu
Phone: 612-626-5042
Office Hours: M 1–2 PM or by appt.

Teaching Assistant
Jennifer Nicklay, Dept. of Soil, Water and Climate
S529 Soil Science
Email: nick0135@umn.edu
Phone: 952-297-6286
Office Hours: By appt.

Teaching Assistant
Jonathan Alexander, Dept. of Soil, Water and Climate
166 Borlaug Hall
Email: alexa564@umn.edu
Phone: 612-625-1798
Office Hours: By appt.

Course Description
This course is an introductory survey of environmental issues that explores the connections between environmental sciences, policy, and management. The course begins by reviewing scientific, ethical, and economic approaches to environmental decision-making, but our primary focus will be scientific. Then, we’ll apply these perspectives to prominent environmental issues, including human population growth, resource consumption, land management (e.g., forestry, agriculture), pollution, and energy use. The course is intended for all students who are interested in the environment and wish to satisfy the University’s liberal education theme for the Environment. The course has no prerequisites and is appropriate for students with little or no scientific background.

Who and How to Contact Us
General questions regarding course requirements, absences, assignments, use of the course Canvas site, etc., should be directed to the Lead Teaching Assistant. As all grading will be done by the Teaching Assistants, if you have questions about a grade where it isn't clear who graded the assignment, contact the Lead Teaching Assistant; they will pass the message along to the correct person.
We will make time during and directly after class for questions on course material. We encourage you to initiate discussion and ask questions. Further, we strongly encourage you to meet with us during office hours or by appointment. If you encounter difficulty with the course material or format, please ask questions, talk to us, or contact us via e-mail. Our contact information appears at the top of this syllabus. Each person’s office hours are open to all students in the course. Because we all have additional research and teaching responsibilities that sometimes require us to be off campus, we may not always be available during posted office hours. You are encouraged to confirm that we will be available by email before visiting. If you cannot reach us during office hours, please contact us to arrange an alternate meeting time.

Course Canvas site: http://z.umn.edu/1011

Class time: 70% Lecture, 25% Discussion, 5% Video

Workload: average of 5 pages of reading per week, 16 graded items (assignments and/or exams)

Online exam format: Combination of short answer, multiple-choice, and true-false.

Course Text
There is no required course text. Exams will be drawn exclusively from materials presented during lectures. If you would like to purchase a resource text, Google “environmental science text” to view the many options.

Learning Objectives
By the end of this course, you should be able to:
- understand basic facts and concepts involved in the study and practice of environmental science;
- appreciate the complexity of environmental issues and policies, as influenced by different scientific, ethical, and economical perspectives;
- evaluate the quality and reliability of available information about the environment;
- clarify your own position by rationally evaluating competing evidence and attitudes;
- motivate yourself to become part of the solution to our environmental problems; and
- develop your ability to learn within different cultural perspectives

Grades
Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. Grades will be assigned in terms of a percentage of possible points according to the following standards. The “+” and “-” grading symbols will be used. Assigned grades will NOT be “rounded-up” for any individual student.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>93% and above</td>
</tr>
<tr>
<td>A</td>
<td>90-92.99%</td>
</tr>
<tr>
<td>A−</td>
<td>89-89.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99%</td>
</tr>
<tr>
<td>B−</td>
<td>80-82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.99%</td>
</tr>
<tr>
<td>C−</td>
<td>70-72.99%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.99%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 63%</td>
</tr>
</tbody>
</table>

According to Administrative Policy, an Incomplete (I) may be assigned when extraordinary circumstances (as determined by the instructor) exist to justify extending the deadline for course completion and the student has successfully completed a substantial portion (at least 50 percent) of the course’s work with a passing grade and a written agreement has been completed and filed with the instructor’s department office. Examples of extraordinary circumstances include health concerns (e.g. extended illnesses, mental health issues, etc.), serious accidents, or other personal or family emergencies. The instructor may ask the student for documentation. The written agreement will require the student to complete the course requirements no later than the day grades are due for the subsequent Spring Semester. After the instructor and student have discussed and agreed on the terms of the incomplete, the student will initiate an Incomplete Grade Contract through OneStop. An “I” grade will automatically change to an “F” at the end of the subsequent Fall Semester, unless the instructor submits a change of grade for the student.

Students taking this course using S/N grading must complete all assignments and earn a cumulative grade of
C- or higher to earn an S (Satisfactory); students earning a D+ or lower will receive a grade of N. As mandated by University Policy, we will issue formal mid-term alerts to all students earning a grade of D or lower (< 67%) by the end of week 7.

Points earned for each assignment will be posted on Canvas. Students are responsible for making sure that those postings are accurate.

<table>
<thead>
<tr>
<th>Components of Your Grade</th>
<th>Possible Points</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items common to all students (Common Core)</td>
<td>420</td>
<td>67.8</td>
</tr>
<tr>
<td>First day survey</td>
<td>10</td>
<td>1.6</td>
</tr>
<tr>
<td>Plagiarism quiz</td>
<td>5</td>
<td>0.8</td>
</tr>
<tr>
<td>Submit choice of paths</td>
<td>5</td>
<td>0.8</td>
</tr>
<tr>
<td>Reading assignment summaries (4)</td>
<td>80</td>
<td>13.0</td>
</tr>
<tr>
<td>Tools for change summary</td>
<td>30</td>
<td>4.8</td>
</tr>
<tr>
<td>Wild rice case study summary</td>
<td>30</td>
<td>4.8</td>
</tr>
<tr>
<td>Environmental event</td>
<td>50</td>
<td>8.1</td>
</tr>
<tr>
<td>Wetland restoration assignment</td>
<td>30</td>
<td>4.8</td>
</tr>
<tr>
<td>Exams (4)</td>
<td>180</td>
<td>29.1</td>
</tr>
<tr>
<td>Chosen Path Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #1</td>
<td>100</td>
<td>16.1</td>
</tr>
<tr>
<td>Assignment #2</td>
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<tr>
<td>Total</td>
<td>620</td>
<td>100</td>
</tr>
</tbody>
</table>

Common Core and Path Options

Paths provide different ways for you to progress through the course. The objective of doing this is to allow you to customize the homework assignments to your strengths. In addition to the Common Core requirements, each student will complete two assignments within one Path. These Paths are intended to be of similar difficulty (i.e., there isn’t an “easy” choice). There may be one Path that is more suited for your strengths, but both of them will require some work. Choose based on what you like and what you’re good at doing. You must complete one of the two Paths (along with the Common Core); you may not mix and match assignments from both. Once you have made your Path choice, you will NOT be allowed to change your Path option later in the semester. All assignments will be posted on Canvas, due dates are listed in the course schedule, and we will discuss the Common Core and Path assignments multiple times in class to make sure you understand what you need to do. The following is a brief summary of the Common Core and the two Path options. More detailed information about each assignment is posted on Canvas.

Common Core (all students will complete these assignments)

In the Common Core all students will do the following:
1) complete a Canvas-based survey about yourself on the first day of class,
2) complete a Canvas-based quiz about plagiarism,
3) choose which one of the two Paths you will complete (Citizen or Scholar),
4) complete four assignments which summarize out-of-class readings,
5) complete an assignment focused on approaches for solving environmental issues,
6) complete an assignment focused on wetland restoration,
7) complete an assignment focused on a wild rice case study,
8) complete an environmental event assignment, and
9) take four exams.
Exams
There are four exams within the course, each worth 45 possible points. The content of each exam will be on material presented during in-class lectures. Study guide topics will be presented at the end of every PowerPoint lecture when posted on Canvas. While the study guides will not be all-inclusive, they will serve as an excellent review of possible topics that could be addressed on an exam.

Each exam will be administered online through Canvas. Each exam will be available for two days, from 8:00 AM on the day it opens (listed on the Class Schedule) until 11:59 PM on the following day. Unless you have a letter from the Disability Resource Center specifying a different amount of time, you will have 60 minutes to complete the exam once you start it or until 11:59 PM on the second day, whichever comes first. Students with an accommodation letter from the Disability Resource Center will be given additional time within the same time window. Canvas administers the clock during the exam (i.e., identifying the specific moment when you begin the exam, the amount of time you have to take the exam, and the specific moment when it closes the exam to you). While you can take the exam wherever you wish, it is your responsibility to secure a reliable computer and internet connection for the exam. We will not accept any excuses if your computer stops working or if your internet connection is lost during the exam.

Wherever you complete the exams, you are required to work individually on each exam and submit your own work. Any collaboration on or sharing of information about exams will be considered cheating and will be subject to the Student Academic Integrity and Scholastic Dishonesty policies included in this syllabus. As with all other course assignments, written answers need to be in your own words and avoid plagiarism.

In addition to the Common Core, all students will complete two assignments for either the Citizen Path or the Scholar Path. Each assignment will focus on a selected environmental topic related to the course; that selected topic is addressed in both assignments. Specific guidelines and examples of each assignment are available on the course Canvas site.

Citizen Path
In the Citizen Path you will complete the following two assignments for your selected environmental topic.

1) **Create and maintain a presence on social media through blogging** – For this assignment you will participate in social media consistently on an environmental topic related to the course. As you will need to make at least 10 posts during 5 separate weeks, **you will need to begin your weekly postings no later than the second week of class (i.e., the week of January 27). Do not wait until the last week to work on this.**
   You must use a blogging platform such as Tumblr or similar site. You are strongly encouraged to discuss your choice of a topic with your instructor or teaching assistant before proceeding. As a part of this assignment, you will submit a report about what you did, with links to your social media activity.

2) **Create an instructional video** – Video is a great way to present information to non-experts. For this assignment, you will make a 7 - 15 minute video that you'll post to YouTube explaining or illustrating the environmental topic addressed in your Citizen Path 1 assignment and providing a short written description of the movie and its creation. You have a lot of flexibility in how you create the video, so don’t be intimidated by this assignment.
Scholar Path
In the Scholar Path you will complete the following two assignments for your selected environmental topic.

1) Create a slide-based lecture. During your time in college, you'll likely see hundreds, if not thousands, of slide-based presentations. There is an art to presenting information on slides, and a method behind that art. It’s not easy, but when done well it can highlight the important information, add clarity to your points, and act as reinforcement for your talking points. For this assignment, you will create a slide-based presentation with at least 30 content slides and separate speaker notes for one of the environmental topics related to the course. **You will not have to present your lecture to the class.**

2) Write a synthesis paper up to 4 pages in length on the “state of your environmental issue” addressed in your Scholar Path 1 assignment. The paper will include your thoughts on two potential solutions to the problem you describe, building on the Tools for Change assignment.

Student Workload
According to the University’s Workload Policy, this three-credit course will require, for the average University of Minnesota undergraduate student, nine hours of academic work per week, averaged over the term. Since the course meets for three hours a week, you should expect to spend an additional six hours a week on coursework outside the classroom. Most of this extra time should be spent reviewing lecture notes and working on course assignments.

Assignment Submission
Unless otherwise noted, **assignments must be typed and submitted on Canvas to Turnitin, a plagiarism assessment service, by the beginning of class (11:45 AM) on the due date.** Some assignments can only be submitted in class. An assignment turned in later than 11:45 AM on the due date will be penalized by 25 percent for every 24-hour period it is late. The late time begins at 11:46 AM on the due date, and is calculated as follows: a) 1 minute-24 hours late: 25% penalty; b) >24-48 hours late: 50% penalty; c) >48-72 hours late: 75% penalty; d) >72 hours late: 100% penalty. An assignment which is not typed will be penalized by 50% of the total points possible on the assignment.

While assignments that must be submitted in class can be e-mailed to the Teaching Assistant to establish the time of submission, **you must submit a hard (printed) copy for grading.** In the case where an electronic copy has been submitted to establish that the assignment has been completed and a hard (printed) copy is required for grading, printed copies which are not submitted within 48 hours of the due date and time will be penalized by 25% for every 24-hour period the printed assignment is not submitted after the two-day grace period has ended.

Writing Assistance
If you are having a difficult time writing an assignment for this class, please contact the Center for Writing which provides face-to-face consultations and online information.

Extra Credit
**There are no extra credit opportunities in this course.** Students are not permitted to submit extra work in an attempt to raise their grade.
Lecture Slides
Slides from each lecture will be posted on the course Canvas site before each lecture. The slides will contain key points from each lecture. They will not necessarily contain all information presented and discussed, and are therefore not a substitute for attending class.

Disputing Grades and Posted Point Totals
Inquiries regarding any changes of grade should be directed to the course instructors or teaching assistants; you may wish to contact the Student Conflict Resolution Center (SCRC) in 254 Appleby Hall (624-7272) for assistance. If you wish to dispute the grade assigned to an assignment or a question on an exam, you must do so IN WRITING to the teaching assistants or appropriate instructor within four (4) days after the exam or paper has been returned to the class. You must state what is to be reevaluated and include a specific rationale for why your answer is correct, or why the paper deserves a higher grade. "I think I deserve a better grade" does NOT constitute an acceptable rationale. As the content for each exam is from material presented during in-class lectures, disputes of exam questions cannot draw from other sources of information.

Students are responsible for ensuring that their grades posted to Canvas are accurate. Except for the last exam, you have until the date the last exam opens to question the accuracy of reporting on Canvas for any of your posted scores.

Classroom Conduct
All students at the University have the right to a civil, productive, and stimulating learning environment. In turn, instructors have a responsibility to nurture and maintain such an environment. Students who disrupt the educational process because of discourteous, threatening, harassing, or other aggressive behavior will be removed from class.
● Please arrive on time and stay the entire class period. If you must arrive late or leave early, please sit near the back door and try to enter or exit quietly.
● Silence your electronic devices (e.g., cellphones, laptops) before class begins.
● When using a computer or tablet during class, please refrain from using it for non-course-related activities.

Absences and Makeup Work
While class attendance is not counted in the grading for this class, attendance and participation in class will facilitate learning course material. You are responsible for documenting the legitimacy of any absences on days when assignments are due in class or on exam days. Legitimate excused absences include:
● illnesses (you or your dependent(s)) certified by Boynton Health Service or your family physician or single-episode medical absences which have been self-certified using the Self-Reporting of Illness Resulting in Absence from Class form,
● emergencies caused by a death or serious illness in your immediate family,
● participation in intercollegiate athletic events or other official University activities, and
● subpoenas, jury duty, military service, and religious observances.
Excused absences will not be given without prior notification and documentation, except when notification is impossible. Unless you are incapable of doing so, you must let the Lead Teaching Assistant know before your absence and provide appropriate written documentation to obtain an excused absence. To retake an exam or submit a late assignment without penalty, you must have an excused absence. Normally, approved make-up work for assignments should be submitted within one week of the original due date. We will work with you to develop a process and timeline for completing makeup work on assignments after an absence has been excused. Please note that, unless something is due on a particular day (i.e. an assignment or exam), you do not need to request an excused absence.
Citing Non-original Information
Your work in this course must be in your own words and avoid plagiarism. You must cite all non-original information where it is used and you may not self-plagiarize. Non-original information means anything non-obvious that you learned or used from another source. Self-plagiarism includes any materials you created for this course or any other course at any time. Thus, your work must be original and new.

While you would not need to provide a citation for a statement like, “the sky is blue,” you would need to cite any non-original opinions, data, or other information about your topic as well as images or music that you may use. You must use the style guide developed by the American Chemical Society for all citations. As the link does not include a citation format for digital images, use the following format.

Author(s) last name, first name (or Unknown if none is provided). Website title or some other descriptive title if not provided for the image. URL. Date accessed.

As an example of the format:

Student Academic Integrity and Scholastic Dishonesty
You are expected to do your own academic work and cite sources on assignments. Failing to do so is scholastic dishonesty which we will report to the Office for Community Standards. Any evidence of scholastic dishonesty on exams (e.g., two or more students collaborating on the exam as evidenced by their responses, or copying information from the internet into responses to short answer questions) will also be treated as scholastic dishonesty. Scholastic dishonesty includes (but is not necessarily limited to) plagiarism of yourself or others; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; acting alone or in cooperation with another person to falsify records or to obtain dishonest grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. See the Board of Regents Policy on Student Conduct Code for additional details. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University.

The Office for Community Standards provides more information about scholastic dishonesty. If you have further questions, please see one of the instructors or the Teaching Assistants.

Sexual Harassment
Sexual harassment means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult the Board of Regents Policy:
Accommodations for Students with Disabilities
The University is committed to providing all students equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory or physical) are recommended to contact DRC at 180 McNamara (612-626-1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

- Students registered with DRC and who have a current letter requesting accommodations are encouraged to contact the instructor or Teaching Assistants early in the semester to review how the accommodations will be applied in the course.

Student Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus through the Student Mental Health website.

Equity, Diversity, Equal Opportunity, and Affirmative Action
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult the Board of Regents Policy.

Duo Security
YOU ARE STRONGLY ENCOURAGED to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable (you forgot it, it was stolen, it’s broken, the battery is dead, etc.). Learn about back up devices here.

As a Duo user, it is your responsibility to come prepared to sign in to applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you may lose points for the class activity. Failure to bring your Duo device or a back-up is not an excused absence or a valid reason for make up work. Learn more about Duo Security at z.umn.edu/duosecurity.
## ESPM 1011 Class Schedule – Spring 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Class #</th>
<th>Day</th>
<th>Topic</th>
<th>Assignment Due (by 11:45 AM) or Exam</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td>1</td>
<td>Tu</td>
<td>Introduction</td>
<td></td>
<td>Peter / All</td>
</tr>
<tr>
<td>1/23</td>
<td>2</td>
<td>Th</td>
<td>Environmental ethics</td>
<td></td>
<td>Survey Peter</td>
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<tr>
<td>1/28</td>
<td>3</td>
<td>Tu</td>
<td>Environmental justice</td>
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<td>Plagiarism quiz   Peter</td>
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<tr>
<td>1/30</td>
<td>4</td>
<td>Th</td>
<td>Human population &amp; behavior</td>
<td></td>
<td>Module 1 reading &amp; Path choice Peter</td>
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<tr>
<td>2/4</td>
<td>5</td>
<td>Tu</td>
<td>Attitude-behavior gap</td>
<td></td>
<td></td>
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<tr>
<td>2/6</td>
<td>6</td>
<td>Th</td>
<td>Environmental economics &amp; policy</td>
<td></td>
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<tr>
<td>2/11</td>
<td>7</td>
<td>Tu</td>
<td>Tools for change discussion</td>
<td></td>
<td>Tools for change summary Peter</td>
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<tr>
<td>2/13</td>
<td>8</td>
<td>Th</td>
<td>Ecological principles and biodiversity</td>
<td></td>
<td>Exam 1 open Charlie</td>
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<tr>
<td>2/18</td>
<td>9</td>
<td>Tu</td>
<td>Managing for biodiversity at White Earth</td>
<td></td>
<td>Wild rice summary Doug McArthur</td>
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<tr>
<td>2/20</td>
<td>10</td>
<td>Th</td>
<td>Threats to biodiversity and wildlife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/25</td>
<td>11</td>
<td>Tu</td>
<td>Fisheries</td>
<td></td>
<td>Path HW# 1 Charlie</td>
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<tr>
<td>2/27</td>
<td>12</td>
<td>Th</td>
<td>Soils and agriculture</td>
<td></td>
<td></td>
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<tr>
<td>3/3</td>
<td>13</td>
<td>Tu</td>
<td>Forests</td>
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<tr>
<td>3/5</td>
<td>14</td>
<td>Th</td>
<td>Urbanization</td>
<td></td>
<td>Module 2 reading Charlie</td>
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<tr>
<td>3/10</td>
<td></td>
<td>Tu</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/12</td>
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<td>Th</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/17</td>
<td>15</td>
<td>Tu</td>
<td>Energy use 1</td>
<td></td>
<td>Exam 2 open Dylan</td>
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<tr>
<td>3/19</td>
<td>16</td>
<td>Th</td>
<td>Energy use 2</td>
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<td>Module 3 reading Dylan</td>
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<td>3/24</td>
<td>17</td>
<td>Tu</td>
<td>Introduction to the atmosphere</td>
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<tr>
<td>3/26</td>
<td>18</td>
<td>Th</td>
<td>Ozone hole</td>
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<td>Environmental event Dylan</td>
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<tr>
<td>3/31</td>
<td>19</td>
<td>Tu</td>
<td>Smog</td>
<td></td>
<td></td>
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<tr>
<td>4/2</td>
<td>20</td>
<td>Th</td>
<td>Climate change 1</td>
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<td>Path HW #2 Dylan</td>
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<td>21</td>
<td>Tu</td>
<td>Climate change 2</td>
<td></td>
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<tr>
<td>4/9</td>
<td>22</td>
<td>Th</td>
<td>Watersheds, groundwater, Dead Zone</td>
<td></td>
<td>Exam 3 open Brandy</td>
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<tr>
<td>4/14</td>
<td>23</td>
<td>Tu</td>
<td>Marine plastic debris</td>
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