

Term Information

Effective Term Autumn 2022
Previous Value Autumn 2021

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Request to have the course count as a Health & Wellbeing and Lived Environments Theme course under new GE.

What is the rationale for the proposed change(s)?

The topic lends itself very well to both Themes in the new GE.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Earth Sciences
Fiscal Unit/Academic Org School of Earth Sciences - D0656
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2204
Course Title Exploring Water Issues
Transcript Abbreviation Explr Water Issues
Course Description Water on Earth, human impacts, and scientific and technological issues related to water resource development and conservation.
Previous Value *Water on Earth, human impacts, and scientific and technological issues related to water resource development and conservation. Autumn 2021 and after: Add EarthSc 1200 for Physical Science GE lab credit.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Sometimes
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value

Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 40.0605
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Physical Science; Lived Environments; Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Physical Science

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Processes controlling the movement of surface & ground water, the distribution of water resources, ways in which resources are exploited and/or contaminated, critical issues concerning the use of water in the US & countries around the world

Content Topic List

- Crisis in the world water supply
- Re-shaping the natural world
- Water health
- Water usage, abuses, and management
- Water conflicts

Sought Concurrence

No

COURSE CHANGE REQUEST
2204 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/03/2022

Attachments

- EARTHSC_2204_syllabus.docx: updated syllabus
(Syllabus. Owner: Griffith, Elizabeth M)
- EARTHSC_2204_submission-health-wellbeing.pdf: Health & Wellbeing submission
(Other Supporting Documentation. Owner: Griffith, Elizabeth M)
- EARTHSC_2204_submission-lived-environments.pdf: Lived Environments submission
(Other Supporting Documentation. Owner: Griffith, Elizabeth M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Griffith, Elizabeth M	03/04/2022 09:48 AM	Submitted for Approval
Approved	Griffith, Elizabeth M	03/04/2022 09:49 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/03/2022 12:55 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/03/2022 12:55 PM	ASCCAO Approval



SYLLABUS: EARTHSC 2204

Exploring Water Issues

Spring 2023

Online, asynchronous

3 credit hours

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Course overview

Instructor

Instructor: Dr. Casey Morrisroe Saup (she/her/hers)

Email address: saup.4@osu.edu (this is the best way to contact me)

Phone number: (614) 302-1275

Virtual office hours (on Zoom): Wednesdays and Thursdays 3 pm to 4 pm at go.osu.edu/casey and by appointment. I would love to meet you!

Course description

Introduction to issues affecting the world's fresh water supply with an emphasis on water use, resource management, and sustainability.

This course will:

1. Familiarize students with basic concepts controlling the movement of surface water and ground water, the distribution of water resources, and the ways in which these resources can be exploited and/or contaminated.
2. Examine critical issues concerned with the use of water in the United States and countries around the world.

This class is considered an upper-level course in which you are not only expected to remember and understand reading materials, but -critically- *apply* basic concepts to “exploring water issues” related to health and wellbeing and human-environment interactions. In your final project, in particular, you will *gather*, *evaluate*, and *interpret* evidence, which you will *integrate* into your final project. Your proposal for the final project will outline your *research* design into the specific are of interest using methods appropriate for the task as hand (e.g., scientific, social-scientific, historical, textual).

Students starting at Ohio State in Autumn 2022 and beyond: EARTHSC 2205 will count as any one (and only one) three-credit course in the following new General Education (GE) Themes: Health and Wellbeing or Lived Environments.

Prerequisite No prerequisite

Environmental Public Health Specialization Competencies

Please review the BSPH core and specialization competencies addressed by this course at the following link: <http://cph.osu.edu/students/undergraduate>

Course learning outcomes

General Education (GE) Theme course goals & Expected Learning Outcomes (ELOs)

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Specific Expectations of Theme Courses in **Health & Wellbeing**

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

ELO 1.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

This course fulfills the Health & Wellbeing Theme goal and ELOs by: evaluating the impact of human activity on water availability and quality through a variety of public health-based issues at scales ranging from local impacts of redlining on urban water quality to global inequities caused by climate change. An overarching goal of this course is to provide students with socioeconomic and public health context for each water issue. All modern water issues are caused by social, economic, and political decisions of humans through time and all modern water issues result in socioeconomic and public health consequences.

Specific Expectations of Theme Courses in **Lived Environments**

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.



GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.

ELO 2.2 Describe how humans perceive and represent the environments with which they interact.

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

This course fulfills the Lived Environments Theme goals and ELOs by: exploring water issues involving interactions and impacts between humans and the environment in which they live. The cultural and social implications are explored by considering the consequences and steps that can be taken to mitigate or prevent further problems for a given water issue. Students will evaluate the impact of human activity on their environment via water availability and quality through a variety of public health-based issues at scales ranging from local impacts of redlining on urban water quality to global inequities caused by climate change. As mentioned previously, an overarching goal of this course is to provide students with sociopolitical context for each water issue.

**Although this syllabus reflects a plan for the semester, changes may become necessary as the semester progresses.

General accommodations statement

As your instructor, I will make every effort to create a learning experience that is as accessible and equitable as possible for each of you. Although I strongly encourage you to arrange for official recognition of your required accommodation, such as through Student Life Disability Services, I recognize that not everyone who needs accommodations is formally registered.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), and you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, please let me know immediately so that we can privately discuss options. Discussions are confidential.

For students at the Columbus campus, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University. Visit <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires the use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video

Attendance and participation

Mode of delivery: This course is 100% online. I will deliver all course content through Carmen. There are no required face-to-face sessions, but students should follow a week-by-week schedule outlined in the syllabus and on Carmen. All work and lectures will be asynchronous, or self-paced, and students can complete the coursework without coming to campus.

The pace of online activities: The course content is divided into **weekly modules** available on Carmen. The modules are organized sequentially and will be unlocked week by week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
 - You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. Remember, once per week here is the bare minimum. To avoid stressing yourself out too much, follow my weekly pacing guides in each weekly module.
- **Office hours: OPTIONAL AND FLEXIBLE**
 - There will be no live sessions (unless requested) and office hours are optional.

Course materials and technologies

Textbooks

Introduction to Water Resources and Environmental Issues by Karrie Lynn Pennington and Thomas Cech, 2nd edition (2021), **ISBN-13:** 978-1108746847

Optional materials

National Geographic Learning Reader: Water: Global Challenges and Policy of Freshwater Use, p160. (ISBN-13: 978-1133603672) (print, 2013)

Course technology

I have pulled together a wealth of resources for this course, all of which are housed at the course website on Carmen. In order to make the most of these online resources, you will need access to a computer or tablet with a reliable connection to the Internet. Dialup will likely NOT be adequate to meet your needs. If you do not have access to a computer at home, all computer labs on campus meet these requirements. If there are any other technological barriers that arise please let me know as soon as possible.

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about a specific functionality, see the [Canvas Student Guide](#).
- Email communication skills
- Use office applications such as Microsoft Office (or similar) to create documents.
- Saving files/documents and uploading assignments to Carmen.

Required technical skills specific to this course



- If you would like to visit me during office hours (please do!), you will typically use **CarmenZoom**'s text, audio, and video chat functions. You can find more information at <https://osu.zoom.us/>.
- On-campus and off-campus access to YouTube.

Required equipment

- Computer (or equivalent-functioning tablet): current Mac (OS X) or PC (Windows) with high-speed internet connection.
- Apple iPad® Pro provided by the University can substitute all the above equipment (NOTE: Adobe Flash Player is not supported by IOS devices).
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass/Duo Mobile authentication.

Optional equipment

- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Required software

- **Web browser:** Google Chrome is recommended. For a free download (Mac or PC) go to <https://www.google.com/chrome/>. Keep your plug-ins up to date to ensure compatibility.
- **Microsoft Office 365 ProPlus:** All Ohio State students are now eligible for free [Microsoft Office 365 ProPlus](#) through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad®, and Android™), and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook, and other programs, depending on the platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>
- Free **Adobe Acrobat Reader:** <https://get.adobe.com/flashplayer>

Recommended software

- **Anti-Virus software** - free to OSU faculty, staff, and students for use on personally-owned computers via the OSU Software Downloads page: <http://osusls.osu.edu/>
- **Notability, GoodNotes**, or some other kind of note-taking tablet app (if you use a tablet). Personally, I use both. I like that Notability can record audio as you write and



playback audio clips from when you wrote a given note. I like that GoodNotes has more template flexibility and reminds me more of writing in an actual notebook. Both of these would help you to fill in the guided notes!

- **Grammarly** - I love Grammarly! There is both a free version and a paid version. I use this to help me catch spelling and grammatical errors.

Carmen access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you can connect to Carmen at all times, OSU recommends that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes if you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP), and the IT support staff will work out a solution with you.

Grading and faculty response time

Remember that you should call **614-688-HELP** at any time if you have a technical problem. I reply to emails within **24 hours on school days (likely also on the weekends)**.

How I will calculate your final grade

See the course schedule at the end of the syllabus for due dates (also available on Carmen).

Assignment category	Weight
Learning and reflection 1. Weekly check-in surveys 2. Weekly guided note completion	60%
Weekly quizzes	20%
Course project 1. Proposal 2. Rough Draft 3. Final Draft	20%
Total	100%

Exams → There are no exams in this course

Guided notes

Guided notes will be graded for completion within seven days of submission by myself or one of the course graders. My goal with guided notes is to explicitly provide you with what is important to know, minimize the cognitive load of note-taking, and help you stay focused during lecture videos.

Quizzes

Carmen will automatically grade your weekly quiz upon completion. You will have 2 attempts and no time limit.

Check-in surveys

At the end of each week, you will complete an anonymous check-in survey for participation credit. Carmen will automatically grade this upon completion. This survey is important as it helps you reflect on your learning and it helps me understand where I need to make adjustments to this course and future courses.

Course project is determined in collaboration with students in the first two weeks

This project includes 3 assignments—a proposal, a rough draft, and a final project. This is an opportunity for you to explore an area of Earth Science that you are most interested in related to the Theme (Health and Wellbeing or Lived Environment), and perhaps even combine it with your own hobbies or major coursework. My favorite thing about the Earth Sciences is that it's related to everything! It's such a fun area of science and I want you to have a space to be creative and curious so you can really enjoy it too. I also genuinely enjoy learning from (and with) students—I learn something new every semester!

Through this project, I hope to help you nurture your natural curiosity and further develop your scientific literacy. Scientific literacy, critical for sound decisions on scientifically infused issues such as climate change, includes an understanding of basic science concepts, such as the fundamental behavior of matter and energy. It also includes the understanding that "science" is not an encyclopedic collection of facts. Rather, it is a process of exploration that embraces curiosity, inquiry, testing, and communication across disciplines, to reduce uncertainty about nature.

Completing this course project will help you develop the following skills:

- Using scientific reasoning to **gather, evaluate, and interpret evidence**, which you will appropriately **integrate** into your project.
- Designing content to meet the needs of specific **audiences** for specific **purposes** in specific **situations**.
- Making decisions based on analysis of **evidence, logic, and ethics**.



- **Design** and **conduct research** into your area of interest using methods appropriate for the task at hand (e.g., scientific, social-scientific, historical, textual).
- Use one or more **creative tools** (e.g., writing, visual art, presentation, visual design, dance, music, theatre performance, poetry, fiction, or drama) to **express** your ideas, **solve** real-world problems, and complete projects.
- ***If you choose to do group work***—Complete projects by working effectively in **interdisciplinary** teams.

The course project is divided into 3 parts.

1. Proposal

- **25 points**—The project proposal is driven by a thoughtful question or area of creative inquiry.
- **25 points**—The student (or group) has submitted their well-thought-out proposal that includes an idea of their plan moving forward.
- **50 points**—The student (or group) has submitted their thorough self-reflection with their proposal.

2. Rough Draft

- **25 points**—Appropriate use of external (and internal, if you choose) resources. You are required to use 3 or more high-quality resources.
- **25 points**—Student (or group) has included a creative and effective first draft. This draft should be organized and logical and provide an adequate springboard for your grader to use to provide guidance for the completed final project.
- **50 points**—The student (or group) has submitted their thorough self-reflection with their rough draft.

3. Final Project

- **25 points**—The student (or group) effectively used grader feedback and their own self-reflection to improve upon their rough draft and interact with their new knowledge on a deeper, more meaningful level.
- **25 points**—The student (or group) has submitted their final project, which is creative and effective. This project should be well-organized and logical, using 3 or more appropriate sources. The student's (or group's) curiosity and imagination are evident.
- **50 points**—The student (or group) has submitted their thorough self-reflection with their final project

Extra credit opportunities

Maximum 10% extra credit possible through several extra credit opportunities this semester. Unfortunately, Carmen doesn't have a very easy way of automatically adding extra credit into your course grade, so to make your graders' lives easier we will keep track of your extra credit % in the gradebook but will add it to the final grade at the **end of the semester**.

Late assignments

All graded assignments are due on the specified due date. All assignments must be submitted through Carmen. No emailed assignments will be accepted. Extensions will be granted, no questions asked, if prior arrangements are made by email request BEFORE the deadline. All assignments turned in after the due date without extension will incur a 10% penalty for each day late, up to a week late. After that no points will be awarded. It is therefore essential to communicate in advance of missing any assignment or within the week that follows the deadline to avoid losing credit for an assignment.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Other course policies

Discussion and communication guidelines

I am committed to the principle of universal learning. This means that our learning and interactions should be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible.

Remember to be aware of your tone when communicating in online courses!

Communication can be extra challenging without the ability to hear vocal inflections, see body language, or read facial expressions.

Academic integrity policy

Note: Feel free to contact me any time for clarity!

Quizzes: Quizzes are a way for students to self-check their understanding of the course material for each unit. All quizzes will be delivered through Carmen and are to be completed by yourself. They are open-book and open-note, and you will have multiple attempts.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's [Code of Student Conduct](#). All students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct,

so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity):

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

GroupMe & other group messaging platforms

I do not endorse/recommend GroupMe or other group messaging platforms as appropriate to communicate on course material. Because information travels so fast with GroupMe, students can find themselves knee-deep in an academic integrity issue before recognizing the signs. In addition, all activity is recorded and accessible on the platform for anyone with screenshots to see.

To protect yourself, **never share a current or past quiz or test material** in a GroupMe setting, as this will be considered an academic integrity violation by the university. **If you see cheating, do not respond** to the message and **leave the group immediately**. Replying to a post, even just to say “ok,” “thank you,” or replying with an emoji, **can be considered academic misconduct**.

Finally, please realize that your behavior on a class GroupMe is permanently documented and has many witnesses. Though university staff might not have access to it right off, the more people there are in the group, the higher the risk someone will communicate what is happening in the group. With that in mind, people active in their class GroupMe need to write as if university staff is reading their posts.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Therefore, copyright law must be considered before copying, retaining, or disseminating materials outside the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Should you find yourself experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the OSU Counseling and Consultation Services (614-292-5766) for assistance, support, and advocacy. Remember, you are not alone!

Academic Support

The Ohio State University provides numerous resources to enhance student learning and success inside and outside the classroom. To find out more about student support services on the Columbus campus, please visit <http://ssc.osu.edu>. For an overview and contact information for the student academic services offered on the Columbus campus, please visit <http://advising.osu.edu/welcome.shtml>.



Course schedule

Week 1 (1/10/22-1/15/22): “Water is Life”; Water and Environmental Issues, Water Footprint

Reading: Chapter 1

- Monday 1/10/22: Semester and first-session classes begin
- Monday 1/10/22: Virtual syllabus day
- Tuesday 1/11/22: Carmen opens
- Guided notes
- Quiz
- Check-in survey

Week 2 (1/16/22-1/22/22): The Water Cycle and Human Impacts

Reading: Chapter 3

- Monday 1/17/22: Martin Luther King Jr. Day (no classes, offices closed)
- Guided notes
- Quiz
- Check-in survey

Week 3 (1/23/22-1/29/22): Surface Water and Its Management

Reading: Chapter 5

- Guided notes
- Quiz
- Check-in survey

Week 4 (1/30/22-2/5/22): Boom – Flooding, Pakistan 2010 floods

- Guided notes
- Quiz
- Check-in survey

Week 5 (2/6/22-2/12/22): Bust – Drought, The Garamantian Empire

- Guided notes
- Quiz
- Check-in survey
- *Project proposal due 2/12/22*

Week 6 (2/13/22-2/19/22): Ground water – Introduction, “A Civil Action”

Reading: Chapter 6

- Guided notes
- Quiz
- Check-in survey

Week 7 (2/20/22-2/26/22): Water wells and Pumping Impacts, High Plains Aquifer

- Guided notes



- Quiz
- Check-in survey

Week 8 (2/27/22-3/5/22): Water Issues Research week

- *Rough draft of your project due 3/12/22*

Week 9 (3/6/22-3/12/22): Crisis in the World Water Supply, Decline of the Aral Sea

Reading: *Chapter 14*

- Guided notes
- Quiz
- Check-in survey

Week 10 (3/13/22-3/19/22): SPRING BREAK

Week 11 (3/20/22-3/26/22): Intro. to Water Pollution, Waste disposal, Watershed Health

- Guided notes
- Quiz
- Check-in survey

Week 12 (3/27/22-4/2/22): Water and Health—Redlining & Environmental Justice, Flint Water Crisis

- Guided notes
- Quiz
- Check-in survey

Week 13 (4/3/22-4/9/22): Water and Health—Shale gas

- Guided notes
- Quiz
- Check-in survey

Week 14 (4/10/22-4/16/22): Water and Health—Nutrients, Gulf of Mexico “dead zone”

- Guided notes
- Quiz
- Check-in survey

Week 15 (4/17/22-4/25/22): Impacts of Climate Change, Our Future

- *Monday 4/25/22: Last day of regularly scheduled semester and second-session classes*
- Guided notes
- Quiz
- Check-in survey
- *Final project due 4/23/22*

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)