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Fall 2017

### PUBH 6532F - Environmental Health

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

PUBH 6532-F – Environmental Health  
Fall 2017

<b><u>Instructor:</u></b>	Asli Aslan, Ph.D., M.S.
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<b><u>E-Mail Address:</u></b>	<a href="mailto:aaaslan@georgiasouthern.edu">aaaslan@georgiasouthern.edu</a>
<b><u>Office Hours</u></b>	Monday&Wednesday 9:00 AM – 12:00 PM or by appointment
<b><u>Class Hours:</u></b>	Online
<b><u>Classroom:</u></b>	N/A

**Course Catalog available at:**  
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites:**

N/A

**FOLIO Access:**

<https://georgiasouthern.desire2learn.com/d21/1e/content/352771/Home>

**Course Description:**

This course is designed for graduate students and provides students with an introduction and overview of the key areas of environmental health. Students will gain an understanding of the interaction of individuals and communities with the environment. Impact of environmental agents on human and ecosystem health will be analyzed. This course will also introduce current topics in environmental health and challenges faced under the changing climate and socio-economic needs and examine recent case studies and their outcomes related to environmental policy and management.

**Required Textbook:**

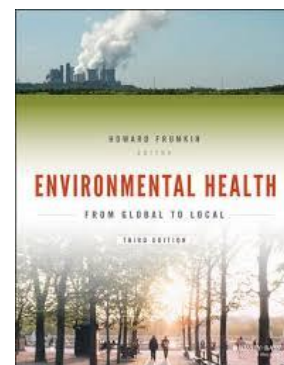
Environmental Health: From Global to Local (2016), 3<sup>rd</sup> Edition (by Howard Frumpkin, ISBN-13: 978-1118984765)

**Additional Readings:**

Additional readings will be assigned throughout the course. The readings will be provided on Folio. You may also be required to use your university's library resources to obtain articles.

**Required Resource:**

N/A



### **MPH Core Student Learning Outcomes (CORE):**

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

### **MPH Environmental Health Sciences Student Learning Outcomes (ENVH)**

1. Select and apply investigative appropriate tools to measure environmental hazards and associated health outcomes, particularly in the context of rural and underserved areas.
2. Conduct environmental health research and translate into public health interventions using appropriate research designs and evidence based analytic techniques.
3. Employ and evaluate the principles and practices of environmental exposure assessment to address community risk, and effectively communicate the risk to all stakeholders.
4. Analyze and apply the outcomes of environmental impact studies to prevent, mitigate and/or predict future environmental hazard exposures, to support and promote health policy development.
5. Assess and communicate how cultural, socio-economic, and behavioral factors may influence the risk of exposure to environmental hazards and related health outcomes, particularly in the context of rural and underserved populations.
6. Communicate environmental health principles and concepts to lay and professional audiences through both oral and written communication.

### **MPH Core Competencies in Environmental Health Sciences**

Upon graduation, a student with an MPH degree should be able to:

1. Describe major environmental health hazards (physical, chemical and biological), and assess their genetic, physiologic, and socio-economic impacts on vulnerable and susceptible populations with special emphasis on rural and underserved communities.
2. Apply research ethics and current research principles, including hypothesis generation, experimental design, and current research methodology, to the qualitative and quantitative measurement and analysis of environmental stressors on human health and ecosystems.
3. Apply the outcomes of environmental monitoring and environmental impact assessments to prevent, mitigate and/or forecast future exposures to environmental hazards and utilize this information to support or advocate for environmental health policy development.
4. Demonstrate current health risk assessment methods, directed toward management of environmental hazards and provide technical assistance and leadership to address the concerns of communities including environmental justice and equity; as utilized by federal, state, and local regulatory programs, and non-governmental guidelines and authorities.
5. Communicate about environmental health hazards and associated health outcomes to community, stakeholders and professional audiences through oral and written communication and within the appropriate community-based intervention studies.

## **Performance-Based Objectives Linked to Course Activities (Note: Activities Described in Next Section)**

1. Students will demonstrate competence in the basic terminology associated with environmental health sciences. (Activity 1)
2. Students will demonstrate the ability to integrate applications of environmental health sciences principles. (Activity 2)
3. Students will demonstrate competence in the ability to analyze and criticize current research in environmental health sciences. (Activity 3)
4. Students will demonstrate the ability to communicate environmental health science concepts through writing to professional audiences. (Activity 4)
5. Students will demonstrate the ability to communicate environmental health science concepts through writing to lay audiences. (Activity 5)

## **Assessment of Student Learning**

1. Activity 1: Use course lectures, in-class and online discussions to explain the basic terminology and definitions of environmental health, including, but not limited to, sustainability, growth rate, teratogen, toxicity, exposure, antibiotic resistance, diseases, biological oxygen demand, particulate matter, dose-response, risk assessment, and emergency preparedness. Competence in basic terminology will be evaluated using three activities: (1) five online quizzes and (2) mid-term exam (3) final exam.
2. Activity 2: Use course lectures, online and class discussions, and case studies to explain the basic application of environmental health principles, effects of various environmental hazards onto human health, and existing policies to prevent and control adverse effects of environmental health disease agents. Competence in the ability to integrate concepts will be evaluated using three activities: (1) five online quizzes and (2) mid-term exam (3) final exam.
3. Activity 3: Use course lectures, online and in-class discussions to demonstrate competence in the ability to utilize environmental health sciences principles and concepts to prevent and mitigate existing and emerging environmental hazard exposures. Competence in the ability to integrate concepts will be evaluated using three activities: (1) weekly discussions, (2) five online quizzes and (3) writing assessment through three research reports analyzing environmental health issues published in peer-reviewed journal articles.
4. Activity 4: Competence in written communication to the professional audience will be evaluated using (1) a one comprehensive review of an assigned environmental health topic, and (2) weekly discussions.
5. Activity 5: Competence in written communication to the lay audience will be evaluated using one factsheet document describing the assigned environmental health topic to lay audience.

## Instructional Methods:

The course is completely online. Students are responsible for **ALL supplementary information** discussed during the assigned class periods. Discussion and debate of course material is crucial for success in the course. Therefore, students are required to read all material assigned for the class and be prepared to discuss the assigned readings.

## Grading

The course grade will be determined through a combination of examinations (mid-term and final), two research reports, five quizzes, fifteen online discussions, and one final and one brief paper at the end of the semester.

Weighting of assignments for purposes of grading is described in Table 2.

**Table 2. Determinants of grades**

	Topics covered/Expectations	Quantity	Points	Total
Quiz 1	Modules 1,2	1	15	15
Quiz 2	Modules 3,4	1	15	15
Quiz 3	Modules 5,6	1	15	15
Quiz 4	Modules 9,10,11	1	15	15
Quiz 5	Modules 12,13,14	1	15	15
Mid-Term Exam	Modules 1-8	1	75	75
Final Exam	Modules 1-14 (with emphasis on Modules 9-14)	1	100	100
Research reports (x3)	Student will specify the topic	3	20	60
Discussion participation	All activities during sessions and online assignments	6	4	24
Draft Final paper	Must be turned in by week 8 to receive feedback	1	56	56
Final paper	Student groups will select the topic from a list provided by the instructor	1	60	60
Factsheet	On the final paper topic	1	50	50
<b>Total</b>				<b>500</b>

n/a: Not applicable

The following point scale will be utilized in grading:

450-to-500 points	A
400-to-449 points	B
350-to-399 points	C
300-to-349 points	D
Below 300 points	F

For calculation of your final grade, all grades above will be included. I will post your grades in the grade book and also available to you via Folio.

**PLEASE NOTE:** It is at the Instructor's discretion to round-up your final grade. The policy is as follows: If you have more than 3 unexcused absences/missed deadlines OR do not actively participate in class discussions/activities your grade will no be rounded up. For example, if you accumulated 89.0-

89.9% of total points and you had **MORE THAN 3** unexcused absences/missed deadlines **OR did not actively participate in class discussion/activities** your maximum possible final grade in this class will be “B”.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor before the deadline. *Please note that* the extensions are not guaranteed and will be granted solely at the discretion of the instructor.

## **Expectations**

The course is structured along three lines of activity: (1) weekly discussions to help you build a knowledge base of environmental health and (2) three research reports to relate all supplementary materials with textbook, (3) final paper and accompanying brief paper and a presentation to practice investigating an environmental health concern on topics of your interest and deliver your findings to lay and professional audience.

This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, and grammar.

In addition, proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit will result in a failing grade on assignments.

If you have questions about citation, please seek help from Dr. Aslan or another source. If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

### **1. Discussions (Activities 4 and 5)**

Students are expected to actively participate discussion of the topics listed on the syllabus, basing their participation on the assigned readings and/or media. To demonstrate your participation, you are expected to answer questions, and make comments that relate to material in the textbook, discussion topic or share relevant experiences. You are expected to use literature and properly cite the information you use in your discussions. Your contributions will be very valuable if/when you are responding to something another student says (including answering a question asked by a student) or constructively disagreeing with something in the book or mentioned during sessions by the Instructor or your classmate. Be **CONSTRUCTIVE** in your criticism, **RESPECT** others’ opinions and respond criticism **PROFESSIONALLY**. The Instructor may call you to participate, but your volunteer participation is preferred.

### **2. Research Reports (Activity 3)**

There will be three short writing exercises during the semester called “Research Reports”. **Each student will complete this assignment individually**. Research Reports give the students a chance to reflect their findings on the environmental health topic they have been investigating and learn to utilize published research.

The purpose of the research report is to improve your written and oral skills by practicing summaries of current research in the literature (i.e., an article reporting the gathering of data and drawing of inferences from those data). Thus, for each research report, your task is to:

1. Find a current (published in 2010 and later) journal paper that is relevant to your group assignment topic.
2. Write a short, (400 words) summary of the study

The required style of the research papers is described in the course orientation page on Folio. Research reports will be submitted online via Folio. The due dates are given in the “Course Schedule” table in the syllabus.

### **3. Final Paper (Activity 4)**

Each group of students will be required to write a substantial review paper. **This is a group study, each individual will be graded based on their contribution to the paper throughout the semester by the instructor and their peer’s evaluations.**

The topic for the review paper will be selected by the students from a list provided by the instructor, in line with the learning objectives. It must approach the topic from an environmental health perspective; describe the problem from multiple levels and present broad spectrum of point of views thorough in-depth analysis.

The style and instructions for preparation of the final paper is described in the course orientation page on Folio. **It is mandatory to submit a draft final paper on Week 8 (will be graded) so that the instructor can provide timely feedback.** Review papers will be submitted online via Folio. The due dates for the review paper are given in the “Course Schedule” table at the end of the syllabus.

### **4. Factsheet document (1 double sided page with written information and visuals) (Activity 5)**

Each student will prepare a brief document designed as a factsheet at the end of the course. **This is a product of the group work; each individual will be graded based on their contribution to the factsheet by the instructor and their peer’s evaluations.** Students are required to submit their factsheets on the day provided in “Course Schedule” table at the end of the syllabus.

Guidelines for preparing the factsheets are be provided in the course orientation page on Folio.

### **5. Quizzes (Activities 1,2,3), Mid Term (Activities 1,2) and Final Examination (Activities 1,2)**

There will be five quizzes, a mid-term and final examinations. Exams may be any combination of true/false, multiple choice, matching, short answer, calculations & discussion.

## **Policies**

### **Course Policies**

#### **Attendance**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance is mandatory at all class meetings.

If you are receiving services from the Student Disability Resource Center (SDRC), please notify the Instructor, as soon as possible, and provide an accommodation letter.

You are responsible for any missed content, announcements, due dates, homework assignments, date changes, etc. when you miss a class. Please, notify the Instructor and provide justification if you will be late to the class.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor before the deadline. *Please note* that the extensions are not guaranteed and will be granted solely at the discretion of the instructor.

#### **Class Participation**

You are expected to participate actively in class discussion in a collegial manner. Class participation is measured by the frequency and quality of your thoughtful contributions to class discussion.

Please be aware of the last day to withdraw from class without academic penalty. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".

#### **Assignments**

This is a graduate course where knowledge and critical thinking skills must be developed at a higher level than an undergraduate course. **Students MUST keep up with the readings for each week.** That means students in this course should be prepared for reading the assigned chapters per week, supplemental readings, plus assignments such as discussions, research reports, and exams.

Course materials will be posted to the Folio site each week, every Sunday by 11 PM.

All assignments must be typed and formatted according to the instructions before submission for grading. For those of you who may need assistance with improving your writing for assignments, the data analysis project, or for general writing, I encourage you to visit the University Writing Center. To learn more, visit their website: <http://class.georgiasouthern.edu/writingc/>.

All assignments must be turned in through Folio (mostly to the designated Dropbox) unless otherwise directed. All files submitted must be in .doc or .docx formats. **Assignments submitted via email will not be accepted for review and/or grading.**

Please consult the STUDENT CONDUCT CODE for course policy concerning issues related to academic dishonesty. All assignments **including DISCUSSIONS** will be monitored for plagiarism. **DO NOT PLAGARIZE, YOU WILL BE CAUGHT.** All written assignments will be checked for plagiarism using "Turnitin" function in Folio, any plagiarism report higher than 25% will have a minimum of 20 points deducted from the assignment. The deductions will increase as the plagiarism percentage increases. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an "F" for the course.



### **Due Day**

All work and peer critiques to be posted on the course website by the end of **the assignment is due dates given in the Course Schedule table**. After uploading any attachments on Folio, you should download the file to ensure the file can be accessed. If you experience technical difficulties that prevent you from submitting your work/critiques by the assigned date, you must inform me via email me before the due date. For technical assistance contact: Center for Academic Technology Support (912) 478-0882 or cats@georgiasouthern.edu. The center also provides Live Chat for quick questions too. (Hours: M-Th 7:30am-9pm; F 7:30am-5pm; Su 4-9pm).

Promptness is expected in this course. **Late work will be penalized by 20% of the total assignment grade for each day it is late**. If you know that you will be unable to submit your assignment on time, contact me as soon as possible before the assignment due date. I will be more likely to approve an exception, if asked before the work is due. However, I expect exceptions to be rare. If your work is late, you will be unable to use the dropbox tool in Folio.

### **Response time**

I try to provide timely feedback on your work within 48 hours. A reply box will contain my feedback. Changes in response time (e.g., conference attendance, invited speaker) will be communicated through email and online announcements. I am online during the semester for much of the day, but sporadically on weekends.

### **Exam Make-ups**

No make-up TEST or QUIZZES are given except for **a university excused absence with full documentation**. If you miss a test and provide a university excused absence with full documentation you have one week to take the make up exam. All make-up exams will be a combination of essay questions and computations. If it is not made up **within one week**, you will receive “0” points for the exam. **You have 24 hours** after a test is taken by the class to contact the Instructor via email to provide a university excused absence with full documentation and schedule the make up exam. Or a “0” will be assigned to the test.

The final exam is mandatory and will be online available during finals week on the day mentioned in the course overview table. If you have special needs and require special assistance, please contact Georgia Southern University.

### **Extra Credit**

No individual extra credit is allowed or will be given in this course. Graduate students are expected to utilize best effort on all assignments, graded examinations, and intellectual challenges (papers, discussions, presentations) and so forth.

### **Tardy/Late Policy**

I expect students to be present when class starts. I always start on time so you need to be in your seat & ready to go by 12:20 pm. Late arrivals (anything beyond the first 10 minutes of class) will not be added to the attendance sheet.

### **Content**

This syllabus, lectures, all materials distributed and presented by the Instructor are protected by the copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license,

commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

All contents of this course will be on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that may be posted pertinent to updates, clarification of instructions and assignments.

## **University Policies**

### **Academic Integrity**

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH.

Please adhere to the strictest academic standards of conduct noted in the GSU *Student Conduct Code* and the *Undergraduate & Graduate Catalog*. Familiarize yourself with University's policies. Enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. You are authorized to take notes, but that authorization extends only to making one set of notes for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

### **Intellectual Property**

In accordance with the Georgia Board of Regents, Georgia Southern University has adopted a specific set of policies regarding intellectual property created by students and faculty during their time at Georgia Southern University. This document can be found at:

<http://welcome.georgiasouthern.edu/president/intpropol.htm>

### **Plagiarism:**

According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

### ***PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES***

*The following protocol has been established to provide students with due process.*

#### **A. First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
  - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
  - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
  - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

#### **B. First Offense - Not In Violation Plea (student does not admit the violation)**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
  - a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
  - b. The student will be subject to any academic sanctions imposed by the professor.

#### **C. Second Violation of Academic Dishonesty**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.
2. If the student is found responsible, the following penalty will normally be imposed:
  - a. Suspension for a minimum of one semester or expulsion.
  - b. The student will be subject to any academic sanctions imposed by the professor.

#### ***NOT RESPONSIBLE FINDING***

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department

Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### **Academic Handbook**

Students are expected to abide by the Academic Handbook, located at:  
<http://students.georgiasouthern.edu/sta/guide/>.

Failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

### **University Calendar for the Semester**

The University Calendar is located with the semester schedule, and can be found at:  
<http://www.collegesource.org/displayinfo/catalink.asp>.

### **Attendance Policy**

Attendance the first day of class is **mandatory** per University policy. Federal regulations require attendance be verified prior to distribution of financial aid allotments.

### **Accommodations**

Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at 912.871.1566 or TDD: 912.478.0666. Students requiring academic accommodation should also *notify the instructor no later than the third class meeting* in the semester.

### **Disclaimer**

The contents of this syllabus are as complete and accurate as possible. I reserve the right to modify the syllabus and schedule to adjust for changing conditions and student needs. Updates will be emailed and posted on the website. I will make every effort to inform you of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course. You are responsible for any material covered or distributed online, including any announcements, so please check the course website in Folio **regularly**.

### **Tacit Approval**

Review this document carefully and ensure that you understand the course policies, procedures, tentative course structure, and grading schema. Remaining in the course implies tacit agreement to the policies and procedures detailed in this syllabus.

**Table 1. Course Schedule and Content**

Week	Date	Topic	Content	Assignment
1	08/14/17	Course introduction Syllabus overview Introduction to Environmental Health, Ecosystems, Human Populations and Sustainability	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Chapters 1, 2 and 3</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Course Orientation on Folio</li> <li>• Read Syllabus</li> <li>• Read chapters 1,2 and 3</li> <li>• Complete online introductions by <b>Tuesday 10 PM</b> (will be used as attendance verification)</li> <li>• Complete <b>Discussion 1</b> by Saturday 10 PM</li> <li>• Submit final paper "<b>Top 3 topics of interest</b>"; due Saturday 10 PM</li> </ul>
2	08/21/17	Environmental and Occupational Epidemiology	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Lecture</li> <li>• Communicate with your group members to start working on the final project</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• Complete <b>Quiz 1</b> online due Friday 10 pm</li> <li>• Submit your final paper rationale (graded as <b>Discussion 2</b>)</li> </ul>
3	08/28/17	Toxicology	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Lecture</li> <li>• Supporting article</li> <li>• Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Read the article provided by the instructor</li> <li>• <b>Research Report I</b> due Saturday, 10 PM</li> </ul>

Week	Date	Topic	Content	Assignment
4	09/04/17	Exposure and Risk Assessment	<ul style="list-style-type: none"> <li>Chapters 8, 27 and 28</li> <li>Lecture</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read chapters 8, 27 and 28</li> <li><b>Quiz 2</b> online due Saturday 10 PM</li> <li>Complete <b>Discussion 3</b> by Saturday 10 PM</li> </ul>
5	09/11/17	Vectorborne Diseases, Pest Control and Pesticides	<ul style="list-style-type: none"> <li>Chapter 18</li> <li>Lecture</li> <li>Article</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 18</li> <li>Read the supporting article provided by the instructor</li> <li><b>Research Report II</b> due Saturday, 10 PM</li> </ul>
6	09/18/17	Food Safety	<ul style="list-style-type: none"> <li>Chapter 19</li> <li>Lecture</li> <li>Article</li> <li>Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 19</li> <li>Read the supporting article provided by the instructor</li> <li>Complete <b>Discussion 4</b> by Saturday 10 PM</li> <li><b>Quiz 3</b> online due Saturday 10 PM</li> </ul>
7	09/25/17	<b>Midterm, due Saturday 10 PM</b>		
8	10/02/17	Group Study	Continue group work	<ul style="list-style-type: none"> <li><b>Draft final paper</b> due Saturday 10 PM</li> </ul>

Week	Date	Topic	Content	Assignment
9	10/09/17	Radiation and Air Pollution	<ul style="list-style-type: none"> <li>• chapters 22 and 13</li> <li>• Lecture</li> <li>• Article</li> <li>• Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapters 22 and 13</li> <li>• Read the supporting article provided by the instructor</li> <li>• <b>Research Report III</b> due Saturday, 10 PM</li> </ul>
10	10/16/17	Water and Health	<ul style="list-style-type: none"> <li>• Chapter 16</li> <li>• Lecture</li> <li>• Article</li> <li>• Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 16</li> <li>• Read the supporting article provided by the instructor</li> <li>• <b>Quiz 4</b> online due Saturday 10 pm</li> <li>• Complete <b>Discussion 5</b> by Saturday 10 PM</li> </ul>
11	10/23/17	Solid and Hazardous Waste	<ul style="list-style-type: none"> <li>• Chapter 17</li> <li>• Lecture</li> <li>• Article</li> <li>• Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 17</li> <li>• Read the supporting article provided by the instructor</li> <li>• <b>Quiz 5</b> online due Saturday 10 pm</li> </ul>
12	10/30/17	Man-Made Environment and Health	<ul style="list-style-type: none"> <li>• Chapters 15, 20, 21, 23</li> <li>• Lecture</li> <li>• Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapters 15, 20, 21, 23</li> </ul>
13	11/06/17	<b>APHA Meeting-NO CLASS this week</b>		

Week	Date	Topic	Content	Assignment
14	11/13/17	Climate Change, Energy and Environment	<ul style="list-style-type: none"> <li>• Chapters 12, 14, 24, 25</li> <li>• Lecture</li> <li>• Continue group work</li> </ul>	<ul style="list-style-type: none"> <li>• Complete <b>Discussion 6</b> by Saturday 10 PM</li> </ul>
15	11/20/17	<b>Thanks Giving Break-</b>		
16	11/27/17	Group Study Wrap up		<ul style="list-style-type: none"> <li>• <b>Final Paper</b> due Saturday 10 pm</li> <li>• <b>Peer evaluations</b> due 10 pm</li> <li>• <b>Factsheets</b> due 10 pm</li> </ul>
17		<b>Final Exam-</b> due 12/04/17 Monday 10 PM		

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