School for New Learning
DePaul University Spring 2009

SW 274 IMPACTS OF VARIED ENVIRONMENTS ON HEALTH

Faculty: Name: Anne B. Donnersberger, Ed.D.
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Office Hours : Before or after class or by appointement

Location: **Naperville Campus**

Dates/Times: **Tuesday 6:30-9:30 PM** HYBRID COURSE
Course does not meet every week on campus.
Class Meeting Dates on Campus:
First class 3/31, 4/7, 5/12, 5/19 Final class: 6/2

Location: **Oak Forest Campus**

Dates/Times: **Wednesday 6:30-9:30PM** HYBRID COURSE
Course does not meet every week on campus.
Class Meeting Dates on Campus:
First class: 4/1, 4/8, 5/13, 5/20 and Final class: 6/3

Credit Quarter Hours: 4

As a hybrid course the student will be expected to gain knowledge via a number of methods beyond the campus classroom, such as site research at museums, on-line videos and home projects.

Competencies S4, S1A, S2D, S3B, L7

S4	Can describe and explain connections among diverse aspects of nature.
S-1-A	Can explore natural phenomena or the world of everyday experiences using scientific methods, and can use theories to interpret observations.
S-2-D	Can describe, categorize, and analyze the interactions and exchanges between living organisms and their physical environments.
S-3-B	Can assess health-care practices based on an understanding of the biological and social factors that contribute to definitions of health.
L-7	Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

Competence Connections:

S1A
- A. Articulation of the components of the scientific method.
- B. Exemplification of the components to given scientific studies.
- C. Design of one experimental model based on the components of the scientific method.
- D. Exemplification of an understanding of the null hypothesis.
- E. Concept by statement of a specific null hypothesis.
- F. Explanation of its formulation.

S3B
- A. Investigation of environmental standards, procedures, laws, projections and limitations of a given community.
- B. Assess environmental standards as they apply to accepted health standards.
- C. Address methods to initiate change in environmental conditions when they negatively impact health of individuals.

S2D
A. Identification of various environmental factors (geographical and/or personal) that impact health.
B. Analysis of assessment criteria used in evaluation of environmental impacts.
C. Explanation of deviations from norms as the environmental factors enhance or detract from accepted health standards.

S4 Can describe and explain connections among diverse aspects of nature.

L7 Can learn collaboratively and examine the skills, knowledge and values that contribute to such learning

Course Description:
Using scientific reasoning the student will determine how and to what extent the quality of health and life can be altered in varied geographic and personal environments. As a foundation emphasis will be placed scientific method, cellular structure and reproduction and an overview of environmental issues impacting health today. Relationships of the nutrition-digestive and respiratory systems of the human body as environmental portals will be studied. Problem-solving skills will be employed in the manipulation of data. Investigation of norms and the deviations from these norms in selected physiological systems also will be studied.

Course Instructor:
Anne B. Donnersberger, Ed.D. has her doctorate in higher education with emphasis on medical/science education. She is a full time instructor at Northern Illinois University where she is supervisor of senior student teachers. She has been at SNL for over 10 years. She was at Moraine Valley Community College for over 20 years as Chair of the Biological Sciences and Coordinator of Education. Anne is the author of 10 textbook-manuals in Anatomy and Physiology which are used all over the U.S.and abroad. Anne has a keen interest in the environment and travels to gather knowledge on this topic in addition to her interest in medicine, science and education**.**

Expected Outcomes:
Upon successful completion of this course, a student will be able to:
1. Understand and apply the scientific method to problem-solve topics in natural events.
2. Understand cellular reproductive methods: mitosis and meioses and assess health care practices based on this information.
3. Describe anatomy and physiology of skeletal, respiratory, and digestive systems and the environmental impacts on their functioning.
4. Recognize deviations from accepted health standards created by varied environmental conditions.
5. Critique a given geographical area as to awareness of environmental considerations as they impact health.
6. Can demonstrate natural relationships and their occurrence.

Learning Experience

Students will be actively involved in the learning process. Class activities will include, but will not necessarily be limited to, the following:
1. Lectures, class discussions
2. Panel presentations
3. Group projects; experimental investigations, etc.
4. Videos
5. Readings: varied sources including print and on-line
6. Site visits such as museum

There is NO REQUIRED textbook. Printed and electronic resources are required for the course. The Instructor will distribute a listing of these suggested resources. Guidelines, specific directives for learning for each Unit, will also be distributed by the Instructor in class. Studies at the Chicago Museum of Science and Industry are required. Instructor provided packets, Guidelines, will be provided for study. It should be noted that there is a cost of approximately $30.00 for the museum visit. Parking is free outside and $16.00 inside. Attendance with other class members is suggested and can be an enrichment to your study.

Attendance and participation are essential. In the event of an absence it is imperative to notify me ahead of time and contact a previously identified class member to serve as a personal resource for missed learning activities. It is also the student's responsibility to know all aspects of the SYLLABUS. Note that an absence an therefore, a failed opportunity to participate is this HYBRD course is a 4% loss in the total grade.

Please see the DePaul Student Handbook Statement on Plagiarism. It is strictly interpreted and followed **in** this course

Evidence the Students will submit:

For All Competencies: Demonstration of fundamental course concepts by (1) two written unit tests, (2) completion of group projects and Guidelines, (3) oral presentation of environmental issue/s and analysis, {4} site visits and reflective reports

For each individual competency the following must be submitted as evidence of Competency comprehension. If you are registered for two competencies both activities, one for each competency, must be submitted.

S4	Choose one functional aspect of nature, chemical, biological or physical, and demonstrate in writing the commonalties and relatedness of the two. 3 pages
L-7	Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning. Completion of prescribed form provided by instructor
S1A	Design a hypothetical research plan to test a null hypothesis relative to an environmental impact on a condition of health. Attention to components of research design should be emphasized. 3 pages
S3B	Investigate your community as to any of the following: its laws, procedures, commissions, guidelines, future projections and limitations relevant to environmental considerations as they impact the health of the community members. 3 pages.
S2D	Examine in writing the environmental considerations, either geographical and/or personal (social, mental or physical) as they impact the health of an individual. 3 pages

Evidence submitted by the student will reflect the University's academic integrity policy as published in the Student Handbook.

Criteria for Assessment

Evaluation is designed to assess learning for all concepts covered in the course as well as specific topics relative to particular competencies.

1. Two written unit tests: 30%
   Tests assess learning of units I, II, and III, IV. Each test is 15% of the total 30%. Each test will be administered at the beginning of the class following completion of the units

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2.	Class participation in group projects and presentation of environmental issues/s and analyses and Guidelines. A percentage will be lost for absences from class or non-participation	20%

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3.	Museum Sudies and reflective report{s}	20%
4.	S1A, S2D - Research Design	10%
5.	S3B, - Community environmental considerations	10%
6.	S2A - Environmental impacts on health	10%
7.	S- Connectedness of natural aspects	10%
8.	L7-Completion of prescribed form	10%
9.	Oral presentation on Competency topic	10%

Assignments may be submitted via email using Microsoft word or a hard copy may be turned in at the beginning of class. If the student wants his/her graded papers returned, a self-addressed, stamped envelope must be submitted at the last class meeting. Competencies and assignments are negotiable. All written materials must be submitted by **June 6, 2009.**

It should be noted that Assessment Criteria are based on the following guidelines.

1. Evidence of college level grammar and writing skills
2. Timeliness of submission of work
3. Grade letter designation as follows: A =work of high quality reflective of a thorough comprehensive understanding of the topics handled; B=work of good quality which reflects a high degree of comprehension of the majority of the topics handled; C=work which minimally meets requirements set forth; and D=work which does not meet minimal standards.

Class /Course Schedule

Unit I	*Introduction Campus Meeting 1*
	Course Orientations/Syllabus
3/31 or 4/1	Scientific Method
On campus	Scientific Method Experiments
	Overview of Environmental changes and scientific investigation

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Unit II	***Campus Meeting 2***
4/7 or 4/8	Analysis of Scientific Method and Research Design from Medical Resources
	Cell Structure and Genetics / Characteristics of Life
On campus	Samples of environmental impacts on health from varied sources-print/ on-line/video
	Identification of individual Competency report topics/
	Explanation of OFF **Campus Study** and Requirements

Off Campus Study Requirements:
These activities are to be completed over the following dates:
(4-14-09 and 4-15-09)(4-21-09 and 4-22-09) (4-28-09 and 4-29-09) (5-5-09 and 5-6-09)

- Completion of Guidelines by using suggested or other websites and print materials for completion of cell structure and characteristics of life guidelines.
- Science fair project evaluation.
- Completion of Museum of Science and Industry studies. Check the website: www.msichicago.org/ to verify museum hours and location.
  Packets for the Museum studies will be distributed by the instructor. These are your guidelines for learning at the various exhibits: EARTH REVEALED, GENETICS and IMAX film, WILD OCEAN. All information in the packet needs to be completed and returned on the next ON CAMPUS class –May 12th or May 13th. This material will be part of you class discussion and final assessment.
- Identification of topic and plan for development of Competency paper(s). This must be emailed for approval by April 28th, 2009. You must include the Competency Statement and the connection between the competency statement and the assignment as described in the EVIDENCE THE STUDENT WILL SUBMIT section of this syllabus.

Unit III *Test on Units 1 and II*

5-12 or 5-13 Digestive and Respiratory Systems as they are impacted by environmental factors
On Campus Discussion of OFF Campus Learning Activities

Unit IV Digestive System Anatomy and Physiology and Environmental Factors Impacting System
5-19 or 5-20 Digestive System Journal and Pyramid Analysis explanation
On Campus

5-26 or 5-27
Off Campus Personal dietary journal and corresponding analysis using government website: www.mypyramid.gov/

6/2 or 6/3 Final Meeting
On campus Tests on Units III and IV

Competency Work can be submitted in hard copy or by email but the student must be prepared to orally summarize their research for the class .The dietary analysis must be submitted in hard copy and should be used as a reference for discussion at the final class meeting.

Addenda

DePaul University Academic Integrity Policy:

> *The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone lese. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgment." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!*

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit *http://studentaffairs.depaul.edu/homehandbook.html* for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Protection of Human Research Participants

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (http://research.depaul.edu) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at http://snl.depaul.edu/writing/index.html. For on-campus and online tutoring, see the DePaul University Writing Centers at http://condor.depaul.edu/~writing/.

[In addition, consider adding the Writing Centers' syllabus supplement available here http://condor.depaul.edu/~writing/html/fac/supplements.html]