



HHPH 210.01W, .02W Environmental Health Course Syllabus

Course Information

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Office Hours: By Appointment

Required Text

Frumkin, H. (2016). *Environmental health: From global to local*. (3rd ed.). San Francisco, CA. Jossey-Bass

Course Description

This course covers environmental health topics of importance to the health promotion practitioner. Environment is approached as one of the determinants of health for individuals and human populations.

General Information & Course Objectives:

Using the perspectives of the population and community, the course will cover factors associated with the development of environmental health problems. Students will gain an understanding of the interaction of individuals and communities with the environment, the potential impact on health of environmental agents, and specific applications of concepts of environmental health. The course will cover principles derived from core environmental health disciplines.

Upon Completion of this course, students should be able to:

1. Discuss the history and definition of environmental health.
2. Discuss the association between population growth and dissemination of environmental pollutants.
3. Describe methods used in epidemiology and toxicology to assess environmental exposures and hazards.
4. Describe policies that have been developed to manage health risks associated with exposures to environmental hazards.
5. Identify chemical, physical, and microbial agents that originate in the environment and can impact human health.
6. Describe specific applications of environmental health concepts to fields such as water quality control, food safety, and occupational health

Requirements

Quizzes, Discussions, Assignments, Final Project & Exams

A. Weekly Chapter Readings/Online Quizzes (12x 10 pts. = 120 points)

Students are expected to read the assigned chapters in the required text. Students will complete 12 online quizzes related to the chapters over the course of the semester. All quizzes are due by **11:59 pm** on the last day (Sunday) of the course module. Students will be unable to make-up a quiz when the due date has passed. Quizzes are only accessible one time; thus, be prepared once you enter the quiz. Quizzes consist of multiple choice, true and false and/or matching questions. Quizzes are set at 35 minutes, which is a sufficient amount of time to answer the questions if properly prepared!!! If you are accidentally locked out of a quiz, I can reset the quiz only if the due date has not expired. Therefore, do not wait to the last minute to take the quiz.

B. Participation in Discussions (12x 20pts. = 240 points)

As a part of the course dialog students will be required to post to (12) discussion boards (This does not include the introductory discussion board). I will grade discussion boards according to each student's in-depth understanding of the material and some type of personal reflection that leads to a continuation of the discussion. A minimum of **125 words** for the original posting and **75 words for 2 peer responses**. In addition to your textbook, you must back up your original post with **(1) outside credible** reference as well as **using proper APA formatting**. Please refrain from using sources; such as, Wikipedia or online media sources (i.e. livestrong.com, etc.) Peer reviewed journal articles, credible websites; such as, Environmental Protection Agency, CDC or the American Public Health Association may be used as a credible source. Again, you must cite the source in your original posting with correct APA formatting. **All postings to the discussion boards are due by 11:59 pm on the last day (Sunday) of the course module.**

C. Assignments (5 x 40pts. = 200 points)

There are five assignments in this class. Each one ties closely to the content of the corresponding lecture part of the course. Detailed instructions will be provided with each assignment in the course modules. Assignments are to be turned in a Word document and uploaded to the Dropbox. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via www.turnitin.com in this course. This tool will pick up any passages in students' work that comes from another source. Be sure to adequately cite your sources/references in APA format for these assignments to avoid plagiarism. **All submissions of assignments are due by 11:59 pm on the last day (Sunday) of the course module.**

D. Independent Reading/Presentation (200 points)

Each student is required to independently read one additional book in the field of Environmental Health, turn in a 1 page review of the book and submit a PowerPoint presentation (15 slides) in Docshare. Please note that only one student will be allowed to report on any given book, so each student **MUST** have their book choice approved in advance. Please email me the first choice and alternate ranked 1 and 2 no later than, **Sunday, September 10, 2017**. Failure to submit a book choice by the required due date will result in point deductions from the final project score.

Lastly, students must also comment on one of the presentations in the discussion forum by **December 10, 2017**. "Your presentation was cool or good" will not count. Something more profound such as "I was not aware that.....I will attempt to use this technique in the future."

Suggested books are listed at the end of the syllabus. These are books that are likely to be both enjoyable and provide valuable insights into environmental health. However, students may use books that are not listed below, as long as the books are nonfiction and are related to the field of Environmental Health Sciences (broadly defined) and are not books previously read.

Please Note: DO NOT wait until the last minute to complete this assignment as I will not accept a late submissions.

E. Exams (2 x 100pts. = 200 points) Two exams will be administered throughout the semester, covering all information covered in class, quizzes, discussions, and the book. **Exams are due by 11:59pm on the last day (Sunday) of the course module.**

Grading Procedure and Scale:

Syllabus Quiz	20 points
Chapter Quizzes (12 x 10)	120 points
Discussions (12 x 20)	240 points
Assignments (5 x 40)	200 points

Independent Reading & Presentation 200 points

Exams 200 points

A 900 - 980 points

B 800 - 899 points

C 700 – 799 points

D 600 – 699 points

F 0 - 599

How is the Course Organized?

The course is organized by weekly modules. Each module will be formatted similarly including chapter learning objectives, printable power point slides, an audio lecture, discussion boards, and weekly quizzes. A course schedule is listed at the bottom of the syllabus.

What Should Students Do First?

Begin by:

- Thoroughly review the syllabus
- Familiarize yourself with the course layout
- Take the syllabus quiz
- Introduce yourself in the Introduction Discussion

How Should Students Proceed Each Week for Class Activities?

- The student will access and follow all course instructions found in the weekly module content areas. The weekly module content area of our course is found on the left navigation bar.
- The student will listen to all online lectures provided in the Power Point section of each week.
- The student will complete all exam, quizzes, and respond to posted online course discussion questions.

Communication and Support

Interaction with Instructor Statement:

- **E-mail strategy:** You are welcome to email (rebecca.rouse@tamuc.edu) your questions or concerns to me. There are, however, some caveats associated with email that you must remember:
 - 1) Do not expect an immediate response to your questions. A reasonable response time to emailed questions is 24 - 48 hours.
 - 2) Questions emailed on weekends/holidays may not receive a response until the work week begins.
 - 3) As the instructor, I reserve the right to answer emailed questions regarding assignments, tests, discussion boards, etc., in a direct email to everyone for the benefit of all students.
 - 4) Please be courteous and professional in all of your interactions with me and fellow students.

eCollege

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- o Chat Support: Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- o Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- o Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- o Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to Discussions etc...)

The following information has been provided to assist you in preparing to use technology in your online courses. The following technology is recommended to be successful in this online course. [List those technologies needed for your online course.

- Internet connection – high speed recommended (not dial-up)
- Speaker or headset – for audio lectures
- Word Processor

Additionally, the following hardware and software are necessary to use eCollege.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Course Specific Procedures:

Attendance: Attendance for this online class is considered when you are logged in and active in the class eCollege i.e., posting assignments, taking quizzes, and/or completing discussion boards. If you are absent/not active in the class, it is YOUR responsibility to let the instructor know immediately, upon your return to class, the reason for your absence if it is to be excused.

Due Dates:

Due dates are posted on the course calendar, and are firm. I do not grant extensions or allow late work/submissions.

Work submitted after the due date will not be evaluated and will receive a grade of **0**.

As an online student, you assume the responsibility for your technology. I suggest three things:

1. Have a backup plan in place from day one, just in case your technology fails.
2. After submitting an assignment, return to the assignment submission before the due date and make sure it's been submitted properly. If it's not submitted properly by the due date, you will not receive credit for it, regardless of whether or not you thought the paper had submitted.

3. Don't wait until the last minute to submit assignments. If you have trouble, but no one is available to help you, you will still not be able to submit the assignment late.

You are responsible for making sure your work has been submitted properly.

Syllabus Deviation Policy:

The course syllabus provides a general plan for the course; deviations may be necessary.

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Be aware that the intent to deceive the reader does not have to be present for plagiarism to occur. For more information, please go to <http://www.plagiarism.org/>. If you are in any doubt as to whether your work constitutes plagiarism or academic dishonesty, please discuss this with me confidentially.

University Specific Procedures

ADA Statement for Students with Disabilities

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Campus Concealed Carry:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 911.

Course Schedule: DATES AND ASSIGNMENTS ARE TENTATIVE AND SUBJECT TO CHANGE

Week Of	Chapter / Activity	Assignments Due by 11:59pm the last day (Sunday) of the course module.
8.28	Syllabus Review Introduction Discussion Introduction to Environmental Health	Syllabus Quiz (9.3) Introduction Discussion (9.3)
9.4 Mod 1	Chapter 2: Ecology and Ecosystems Chapter 3: Sustainability and Health	Discussion (9.10) Chapter Quizzes (9.10) Assignment #1 (9.10)
9.11 Mod 2	Chapter 4: Environmental & Occupational Epidemiology Chapter 5: Geospatial Data for Environmental Health	Discussion (9.17) Chapter Quizzes (9.17) Assignment #2 (9.17)
9.18 Mod 3	Chapter 6: Toxicology Chapter 7: Genes, Genomics, and Environmental Health	Discussion (9.24) Chapter Quizzes (9.24) Assignment #3 (9.24)
9.25 Mod 4	Chapter 8: Exposure Science, Industrial Hygiene and Exposure Assessment Chapter 9: Environmental Psychology	Discussion (10.1) Chapter Quizzes (10.1)
10.2 Mod 5	Chapter 10: Environmental Health Ethics Chapter 11: Environmental Justice and Vulnerable Populations	Discussion (10.8) Chapter Quizzes (10.8) Assignment #4 (10.8)
10.9 Mod 6	Chapter 12: Climate Change and Human Health Chapter 13: Air Pollution	Discussions (10.15) Chapter Quizzes (10.15)
10.16 Mod 7	Chapter 14: Energy and Human Health Chapter 15: Healthy Communities	Discussion (10.22) Chapter Quizzes (10.22)

10.23 Mod 8	Mid Term	(10.29)
10.30 Mod 9	Chapter 16: Water and Health Chapter 17: Solid and Hazardous Waste	Discussion (11.5) Chapter Quizzes (11.5)
11.6 Mod 10	Chapter 18: Pest Control and Pesticides Chapter 19: Food Systems, the Environment, and Public Health	Discussion (11.12) Chapter Quizzes (11.12) Assignment #5 (11.12)
11.13 Mod 11	Chapter 20: Buildings and Health Chapter 21: Work, Health and Well Being Independent Reading Presentation	Discussion (11.19) Chapter Quizzes (11.19) Presentation/Report (11.19)
11.20	THANKSGIVING	NOTHING DUE
11.27 Mod 12	Chapter 22: Radiation Chapter 23: Injuries Chapter 24 Environmental Disasters	Discussion (12.3) Chapter Quiz (12.3)
12.4 Mod 13	Chapter 28 Communicating Environmental Health	Presentation Discussion (12.10) Chapter Quiz (12.10)
12.11	FINAL	FINAL (12.15)

SUGGESTED LIST OF INDEPENDENT READING:

- *Betrayal of Trust: The Collapse of Global Public Health* by Laurie Garrett
- *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It* by Paul Collier
- *Breaking Trail: A Climbing Life* by Arlene Blum
- *Breasts: A natural and unnatural history* by Florence Williams
- *Cadillac Desert: The American West and Its Disappearing Water* by Marc Reisner
- *Chew On This: Everything You Don't Want to Know About Fast Food* by Charles Wilson and Eric Schlosser
- *A Civil Action* by Jonathan Harr
- *Collapse: How Societies Choose to Fail or Succeed* by Jared Diamond
- *The Coming Plague: Newly Emerging Diseases in a World Out of Balance* by Laurie Garrett
- *Deceit and Denial: The Deadly Politics of Industrial Pollution* by Gerald Markowitz and David Rosner
- *Doubt is Their Product: How Industry's Assault on Science Threatens Your Health* by David Michaels
- *Dumping in Dixie: Race, Class and Environmental Quality* by Robert Bullard
- *Fast Food Nation: The Dark Side of the All-American Meal* by Eric Schlosser
- *Field Notes from a Catastrophe: Man, Nature, and Climate Change* by Elizabeth Kolbert
- *Guns, Germs, and Steel: The Fates of Human Societies* by Jared Diamond
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
- *In Defense of Food: An Eater's Manifesto* by Michael Pollan
- *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World* by Tracy Kidder
- *Nickel and Dimed: On (Not) Getting By in America* by Barbara Ehrenreich
- *The Omnivore's Dilemma: A Natural History of Four Meals* by Michael Pollan
- *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley* by John Gaventa
- *Silent Spring* by Rachel Carson
- *Working in the Shadows: A Year of Doing the Jobs (Most) Americans Won't Do* by Gabriel Thompson