Supplement A: Titles of student projects for ESCI 2204-ESCI 2105 (Research Experiences) between 2016-2018

2016

- Examining soil conditions at the Rio Bosque Wetland Park using geophysical and geological techniques
- Variation in calcium and soluble salt formation between an irrigated pecan field and an undisturbed control site
- Method development for the analysis of Bisphenol A (BPA) in milk
- Photosystem stress in a northern Chihuahuan Desert shrubland: temporal variation and inter-species differences
- Exploratory data analysis in comparing measured sedimentary grain size distributions with and without organics
- Using major trace elements to characterize changes in the Rio Grande River chemistry and pinpoint sources of salinity
- Determining the effects of dominant shrub species on the carbon and nitrogen levels in semiarid desert soils
- Communities of aquatic macroinvertebrates in the US desert Southwest
- Vole effects on soil nutrient availability in Alaskan tundra
- Vole presence and exoenzyme activity in the Toolik region of Alaska
- Effects of copper nanoparticles in aucchini
- Trends in dissolved organic carbon (DOC) in Arctic tundra waters
- Validation of a sonar method to classify marine sublittoral habitats in a coastal lagoon near Barrow, Alaska.
- Immunoreactivity of the serotonergic nervous system of the colonial rotifer Lacinularia flosculosa
- Measuring CO_2 and CH_4 flux from different freshwater ecosystems in the Arctic
- Comparison of aquatic macroinvertebrate communities from Rio Bosque desert wetland

2017

- Tracing salinity inputs of the Rio Grande at irrigation canals of east El Paso.
- Estimating groundwater discharge into the ocean in the Yucatán Peninsula
- Factors that drive carbon flux at the Rio Bosque wetlands
- Electrical conductivity and native plants in arid soils of the El Paso region
- Test of statistical unmixing of sediment populations
- Effects of increasing deciduous shrub litter on soil biochemistry
- Controls of water treatments and social status on the drinking water quality of Ciudad Juárez, Chihuahua

2018

- Pigmentation effects on mortality in a rock pool rotifer when exposed to UVR
- Understanding the impact of wood bison on soil processes in the Artic grasslands
- Duck behavior at Keystone Heritage Park
- Evaluation of phosphate as a remediation strategy for lead contaminated soils
- Assessing the abundance of duck species at Keystone Heritage Park
- Using drone imagery to create a 3D model of the HI-SEAS Mars analog site, Mauna Loa Volcano, Hawaii
- Tracking greening on the UTEP green roof using repeat photography
- Effects of change in precipitation patterns on soil nutrients in an arid grassland
- Using geophysics to estimate particle size distribution of soils along the Rio Grande River in Valley Creek park, El Paso, Texas
- Effects of differential use of a resource hotspot on season and sex-specific variation in movement strategies by Crotalus atrox
- The change in ground water with the influence of surface water
- Assessment of the Cuauhtemoc Aquifer: depleting water table
- Effects of herbicide treatments on vegetation in the Chihuahuan Desert
- Isotopic analysis of strontium from a flood irrigated dryland
- Study of the planetary boundary layer (pbl) structure in the city of El Paso, Texas for high Ozone

Supplement B. Learning community evaluation

EVALUATION INSTRUMENT 15.11.A: THE 7-HOUR BLOCK LEARNING COMMUNITY--ESCI1301

Your responses would remain anonymous. Responses will be synthesized to inform the project directors of program strengths and weaknesses. Feel free to call me at any time if you would like to discuss any aspects of the program in more depth.

To what extent have your experience in the Learning Community helped you:

1. Understand UTEP's Environmental Science resources and programs.

Very little help	Somewhat helpful	Helpful	Great help

2. Identify a network of faculty, staff, and peers in order to support positive learning experiences and a positive learning environment.

Very little help	Somewhat helpful	Helpful	Great help

3. Understand your own interests, abilities, and values in order to more efficiently pursue your goals.

Very little help	Somewhat helpful	Helpful	Great help

4. Become involved in UTEP activities and use campus resources.

Very little help	Somewhat helpful	Helpful	Great help

5. Learn successful study, test taking, and writing strategies.

Very little help	Somewhat helpful	Helpful	Great help

6. Enhance your academic knowledge to help you be successful in pursuing Environmental Science

Very little help	Somewhat helpful	Helpful	Great help

7. Engage in critical thinking and problem-solving activities especially as related to Environmental Science.

Very little help	Somewhat helpful	Helpful	Great help

8. At this point, how likely are you to finish your degree in Environmental Sciences.

I probably will not complete the degree	Not sure	I fully intend to complete the degree

QUICK WRITE: Please respond to the following.

1. You have been participating in the first phase of the new ESCI Learning Community: the 7 - hour block ESCI3101/1101 aligned with UNIV 1301 (or BIOL 4195). The purposes of the overall course changes in ESCI are: 1) **to increase retention** of students in the ESCI program and 2) to **implement more problem-based learning and research experiences** using latest technology tools. Please write for a few minutes describing your immediate thoughts about your experiences in this 7-hour block and how you think that addresses (for you and other students) the two purposes.

2. Please describe strengths and weaknesses of your recruitment to the ESCI Program.

3. Please describe strengths and weaknesses of your advising in the ESCI Program.

4. Please describe any new understandings about technology-based tools for learning and practicing Environmental Studies.

Supplement C. ESCI 1310 course evaluation

Thank you for taking time to complete this ESCI 1310 course evaluation. Completing this evaluation is voluntary. If you decide to not complete it, it will not affect you in any way. The evaluation focuses on whether the course met its learning objectives. Your feedback is very important to help us identify the areas that may need improvement. Note that the evaluation is different than the regular online course evaluation and is not meant to replace that evaluation. Therefore, please do your best to also complete UTEP's standard online course evaluation.

Please do not write your name on the form. Your answers will be kept anonymous and will NOT in any way affect your grade. Your professor will never see any individual answers. We will only present an aggregate summary of the overall course evaluation results. Therefore, please be honest with your answers.

Please read each question carefully and select the answer that best represents your views. You will encounter a few open-ended questions towards the end, please be thoughtful and candid with your answers and suggestions as your feedback is very valuable to improving the course. Remember, your professor will not have access to your answers.

1. Are you a:

Environmental Science Major	Other Science Major	Not a Science Major
O	O	O

2. Were you a member of the UNIV 1301/ESCI 1301/ESCI 1101 Learning Community?

Yes	No	Not sure
O	O	O

3. How much did you GAIN in understanding/knowledge/practical experience in the following topics from the course materials, presentations given, assignments and activities that took place in this course?

	No Gains	A Little Gain	Moderate Gain	Good Gain	Great Gain
Hypothesis formulation	O	O	O	O	O
Hypothesis testing	O	O	O	O	O
Applying statistical analyses To environmental problems	O	O	O	O	O
Experimental Design	O	O	O	O	O
Impact of Agriculture on Soils	O	O	O	O	O
Wetland Function	O	O	O	O	O
Collection, organizing, using Big Data (Ecoinformatics)	O	O	O	O	O
Using new field and lab equipment	O	O	O	O	O

4. Rate the USEFULNESS of the materials covered, presentations, assignments and activities in preparing you to:

	Excellent	Very Good	Good	Fair	Poor
Conduct an experiment	O	O	O	O	O
Organize environmental data	O	O	O	O	O
Analyze environmental data	O	O	O	O	O
Communicate ideas effectively in writing	O	O	O	O	O
Solve problems related to environmental practices	O	O	O	O	O
Effectively participate in a team	O	O	O	O	O

5. Rate the usefulness of the following course elements:

	Excellent	Very Good	Good	Fair	Poor
Having two graduate Teaching Assistants	O	O	O	O	O
Having undergraduate peer leaders	O	O	O	O	O
Going on field trips to collect data (Agriculture field, Rio Bosque)	O	O	O	O	O
Going on field trips to learn about ecoinformatics (Jornada, TCEQ cam, etc)	O	O	O	O	O
Having presentation by guest lecturer (John Sproul – Rio Bosque)	O	O	O	O	O
Feedback provided by TAs/peer leaders on lab work/reports	O	O	O	O	O
Blackboard resources (lecture, lab notes)	O	O	O	O	O
Pre-lab lectures (in B2.154)	O	O	O	O	O

6. If you were asked by other students to list three reasons why they would benefit from taking this course, what would they be? Please list all three below.

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

7. If you were asked to make three changes to the course that you believe would help other students better understand the topics covered, what would they be? Please list all three below.

   a. _____

   _____

b. _____

_____

c. _____

_____

8. Do you have any other comments that you would like to share with us about the course?

_____

_____

Thank You!

Supplement D. ESCI 2204 Introduction to Environmental Science Research Course Survey - Fall 2016

Taking part in this survey is voluntary; that is, if you decide to not complete it or to skip any questions, it will not affect you or your grade in this course in any way. This survey measures your knowledge/skills in certain research related areas. It will serve to help us assess how well the course meets its learning objectives, and identify the areas that may need improvement. Therefore, if you have any concerns about your participation in this survey, please to talk to your professor/instructor.

Your answers will be kept anonymous and protected in files that are only accessible to course evaluation UTEP staff members. No one will be able to link the course evaluation results to your individual answers. Your professor(s) and university administrators, for example, will never see any individual answers. Only an aggregate summary of the overall course evaluation results will be presented in a report to individuals who are interested in improving the course.

Please read all questions/items carefully before providing an answer. There are no 'right' or 'wrong' answers to these questions. Therefore please be honest and thoughtful with your answers.

1. How much did you GAIN in the following areas as a result of this research focused lab/course experience?

Activities	Not Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Formulating a research question that could be answered with data	O	O	O	O	O	O
Analyzing data for patterns	O	O	O	O	O	O
Problem solving in general	O	O	O	O	O	O
Identifying the limitations of research methods and designs	O	O	O	O	O	O
Understanding theory and concepts that guide research	O	O	O	O	O	O
Critically reading articles about issues raised in class	O	O	O	O	O	O
Recognizing a sound argument and appropriate use of evidence	O	O	O	O	O	O
Developing a logical argument	O	O	O	O	O	O
Writing documents in discipline-appropriate style and format	O	O	O	O	O	O
Working effectively with others	O	O	O	O	O	O
Preparing and delivering oral presentations	O	O	O	O	O	O
Keeping a detailed, well organized laboratory notebook	O	O	O	O	O	O
Ability to explain your research/scholarly work to others	O	O	O	O	O	O

2. Provide your level of disagreement or agreement with the following statements:

	Strongly Disagree	**Disagree**	**Neither Disagree nor Agree**	**Agree**	**Strongly Agree**
a. I collaborated with my faculty mentor in designing a research project for this course	O	O	O	O	O
b. My faculty mentor guides me in research activities.	O	O	O	O	O
c. My faculty mentor holds me accountable for making progress in research activities.	O	O	O	O	O
d. My faculty mentor has an open-door policy when it comes to questions regarding research activities.	O	O	O	O	O
e. I clearly understand my responsibilities in relation to *this course*.	O	O	O	O	O
f. I clearly understand my responsibilities in relation to *the research project I am conducting with my faculty mentor.*	O	O	O	O	O

3. Are you an?
   a. Environmental Science Major _____ b. Other science major _____ c. Other major _____

4. What is your current college classification?

Freshmen/rising sophomore	Sophomore/rising junior	Junior/rising senior	Senior	Other (specify) _____
O	O	O	O	O

5. ***Before this semester***, had you participated in mentored research with a professor or through a program?
   b. No, I have never participated in research
   c. Yes, I have been employed (paid) by a professor/scientist in a research lab
   d. Yes, I have volunteered with a professor/scientist in a research lab
   e. Yes, I have been a participant in research programs (e.g. RISE, SMARTS, PREM, COURI, etc.) and spent time and effort in a research lab
   f. Other – please explain _____

Thank you for your feedback!

Supplement D. ESCI 2105 Introduction to Environmental Science Research II Course Survey – Spring 2016

Taking part in this survey is voluntary; that is, if you decide to not complete it or to skip any questions, it will not affect you or your grade in this course in any way. This survey measures your knowledge/skills in certain research related areas. It will serve to help us assess how well the course meets its learning objectives, and identify the areas that may need improvement. Therefore, if you have any concerns about your participation in this survey, please to talk to your professor/instructor.

Your answers will be kept anonymous and protected in files that are only accessible to course evaluation UTEP staff members. No one will be able to link the course evaluation results to your individual answers. Your professor(s) and university administrators, for example, will never see any individual answers. Only an aggregate summary of the overall course evaluation results will be presented in a report to individuals who are interested in improving the course.

Please read all questions/items carefully before providing an answer. There are no 'right' or 'wrong' answers to these questions. Therefore please be honest and thoughtful with your answers.

2. How much did you GAIN in the following areas as a result of this research focused lab/course experience?

Activities	Not Gain	A Little Gain	Moderate Gain	Good Gain	Great Gain	N/A
Formulating a research question that could be answered with data	O	O	O	O	O	O
Analyzing data for patterns	O	O	O	O	O	O
Problem solving in general	O	O	O	O	O	O
Identifying the limitations of research methods and designs	O	O	O	O	O	O
Understanding theory and concepts that guide research	O	O	O	O	O	O
Critically reading articles about issues raised in class	O	O	O	O	O	O
Figuring out the next steps in a research project	O	O	O	O	O	O
Recognizing a sound argument and appropriate use of evidence	O	O	O	O	O	O
Developing a logical argument	O	O	O	O	O	O
Writing documents in discipline-appropriate style and format	O	O	O	O	O	O
Working effectively with others	O	O	O	O	O	O
Understanding the connections among scientific disciplines	O	O	O	O	O	O
Preparing and delivering oral presentations	O	O	O	O	O	O
Keeping a detailed, well organized laboratory notebook	O	O	O	O	O	O
Ability to explain your research/scholarly work to others	O	O	O	O	O	O

1. Provide your level of disagreement or agreement with the following statements:

	Strongly Disagree	**Disagree**	**Neither Disagree nor Agree**	**Agree**	**Strongly Agree**
a. I collaborated with my faculty mentor in designing a research project for this course	O	O	O	O	O
b. My faculty mentor guided me in research activities.	O	O	O	O	O
c. My faculty mentor held me accountable for making progress in research activities.	O	O	O	O	O
d. My faculty mentor had an open-door policy when it came to questions regarding research activities.	O	O	O	O	O
e. I clearly understood my responsibilities in relation to *this course*.	O	O	O	O	O
f. I clearly understood my responsibilities in relation to *the research project I conducted with my faculty mentor.*	O	O	O	O	O

2. Are you an?
   a. Environmental Science Major _____ b. Other science major _____ c. Other major _____

3. Were you enrolled in ESCI 2204 last semester?
   a. Yes _____ b. No _____

4. What is your current college classification?

Freshmen/rising sophomore	Sophomore/rising junior	Junior/rising senior	Senior	Other (specify) _____
O	O	O	O	O

5. ***Before this semester***, had you participated in mentored research with a professor or through a program (not including ESCI 2204)?
   a. No, I have never participated in research
   b. Yes, I have been employed (paid) by a professor/scientist in a research lab
   c. Yes, I have volunteered with a professor/scientist in a research lab
   d. Yes, I have been a participant in research programs (e.g. RISE, SMARTS, PREM, COURI, etc.) and spent time and effort in a research lab
   e. Other – please explain _____

6. If you were asked by other students to list three reasons why they would benefit from taking this course sequence, what would they be? Please list all three below.

   a. _____

_____

b. _____

_____

c. _____

_____

7. If you were asked to make three changes to the course sequence that you believe would help other students better understand the topics covered, what would they be? Please list all three below.

d. _____

_____

e. _____

_____

f. _____

_____

8. Do you have any other comments that you would like to share with us about the course sequence?

_____

_____

Thank you for your feedback!

Supplement E. TIERA ESCI 2105 - URSSA

Course: _____ Date: _____

You are being asked to take part in this survey because you are enrolled in a research enriched course and your feedback is useful for improving the course. You have the right to not take part in the survey or skip any questions you don't want to answer. But please keep in mind that your feedback is very valuable to making sure that courses, such as these, are effective. Your answers will be kept anonymous and in no way affect your academic standing. Therefore, please be as precise as you can when answering the survey questions. Choose 'N/A' for any activity you did not do, or that does not apply to you.

PERSONAL GAINS RELATED TO RESEARCH WORK

1. How much did you GAIN in the following areas as a result of the research driven lab/course experience?

Items:	No Gain	A little Gain	Moderate Gain	Good Gain	Great Gain	N/A
1. Confidence in my ability to contribute to science.	O	O	O	O	O	O
2. Comfort in discussing scientific concepts with others.	O	O	O	O	O	O
3. Confidence in my ability to do well in future science courses.	O	O	O	O	O	O
4. Ability to work independently.	O	O	O	O	O	O
5. Understanding what everyday research work is like.	O	O	O	O	O	O
6. Taking greater care in conducting procedures in the lab or field.	O	O	O	O	O	O

SKILLS

2. How much did you GAIN in the following areas a result of the research driven lab/course experience?

Items:	No Gain	A little Gain	Moderate Gain	Good Gain	Great Gain	N/A
1. Writing scientific reports or papers.	O	O	O	O	O	O
2. Defending an argument when asked research-related questions.	O	O	O	O	O	O
3. Using statistics to analyze data.	O	O	O	O	O	O
4. Calibrating instruments needed for measurement.	O	O	O	O	O	O
5. Understanding journal articles.	O	O	O	O	O	O
6. Conducting database or internet searches.	O	O	O	O	O	O
7. Managing my time.	O	O	O	O	O	O

The following questions ask about your overall research experience and about any changes in your attitudes or behaviors as a researcher.

3. During the research driven lab/course experience? HOW MUCH did you:

Items:	None	A Little	Some	A Fair Amount	A great Deal	N/A
1. Engage in real-world science research?	O	O	O	O	O	O
2. Feel like a scientist?	O	O	O	O	O	O
3. Think creatively about the project?	O	O	O	O	O	O
4. Try out new ideas or procedures on your own?	O	O	O	O	O	O
5. Feel responsible for the project?	O	O	O	O	O	O
6. Work extra hours because you were excited about the research?	O	O	O	O	O	O

4. Rate how much you agree with the following statements.

Items:	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Doing research confirmed my interest in my field of study.	O	O	O	O
2. Doing research clarified for me which field of study I want to pursue.	O	O	O	O
3. My research experience has prepared me for advanced course work or thesis work.	O	O	O	O
4. My research experience has prepared me for a job.	O	O	O	O

5. Compared to your intentions BEFORE your research driven lab/course experience, HOW LIKELY ARE YOU NOW to:

Items:	Not More Likely	A Little More Likely	Somewhat More Likely	Much More Likely	Extremely More Likely	N/A
1. Enroll in a Ph.D. program in science, mathematics, or engineering?	O	O	O	O	O	O
2. Enroll in a Master's program in science, mathematics, or engineering?	O	O	O	O	O	O
3. Pursue a certificate to teach k-12 students?	O	O	O	O	O	O
4. Pursue work in a science lab?	O	O	O	O	O	O

6. I enrolled in a research focused course to: (select all that apply).

Items:	Yes	No
1. Explore my interest in science	O	O
2. Gain hands-on experience in research	O	O
3. Clarify which field I wanted to study	O	O
4. Clarify whether graduate school would be a good choice for me	O	O
5. Clarify whether I wanted to pursue a science research career	O	O
6. Have a good intellectual challenge	O	O
7. Work more closely with a particular faculty member	O	O
8. Participate in a program with strong reputation	O	O
9. Get good letters of recommendation	O	O
10. Enhance my resume	O	O
11. Other (please specify in the space below)	O	O

7. How much do you agree or disagree with the following statements

Items:	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I chose this college/university because it offers undergraduate research opportunities.	O	O	O	O
2. I chose this college/university because of a specific research program.	O	O	O	O

8. What is your gender? Male O Female O

9. What is your race? Please select the one that you most closely identify with.

1. American Indian	O
2. Asian	O
3. Black or African American	O

4. Native Hawaiian or other Pacific Islander	O
5. White	O
6. Other (please specify below)	O

10. Are you Hispanic? Yes O No O

Thank you so much for your time!

This survey was modeled on the URSSA online survey instrument for use in evaluating student outcomes of undergraduate research experiences in the sciences. The URSSA was developed by a team of researchers from the University of Colorado at Boulder and includes Anne-Barrie Hunter, Tim Weston, Heather Thiry and Sandra Laursen. Development and testing of URSSA has been supported by the National Science Foundation through its Divisions of Chemistry and Undergraduate Education, the Biological Sciences Directorate, and the Office of Multidisciplinary Affairs, under grant #CHE-0548488.

Supplement F: Judging form for COURI symposium (ESCI 2105)

COURI Judging Rubric				
Focus and Originality	**4 Outstanding**	**3 Very Good**	**2 Satisfactory**	**1 Needs Improvement**
Presenter establishes the background or context of the project Presenter clearly articulates the guiding question or purpose of the project Presenter successfully conveys the originality or innovation in the approach				
Content and Process	**4 Outstanding**	**3 Very Good**	**2 Satisfactory**	**1 Needs Improvement**
Methods or process are appropriate for the discipline Presentation materials, performance or visuals are relevant and of professional quality Presenter effectively communicates the project progress and results Presenter effectively communicates the significance of the project and contribution to the field				
Communication and Professionalism	**4 Outstanding**	**3 Very Good**	**2 Satisfactory**	**1 Needs Improvement**
Presentation is structured, organized and flows logically Presenter has command of the topic and can easily answer questions Presenter is clear, enthusiastic, and effectively engages the audience				

Supplement G: Syllabi for the courses in the lower division of the Environmental Science program at UTEP.

UNIV 1301 (University Seminar in Critical Inquiry)
ESCI 1310 (Methods in Environmental Science)
ESCI 2204 (Research in Environmental Science I)
ESCI 2105 (Research in Environmental Science II)

Syllabus for University 1301: Seminar in Critical Inquiry

Hot Topics in Environmental Science

CRN 15690
MWF 11:30 am – 12:20 pm
Fall 2015
Old Main 214

Teaching Team

Instructor:
E-mail:
Office Location:
Phone Number:
Office Hours:

Peer Leader:
E-mail:
Office Location:
Phone Number:
Office Hours:

Advisor:
E-mail:
Office Location:
Phone Number:

Librarian:
E-mail:
Office Location:
Phone Number:

Required Textbooks

1. *Borders*: *Crossing into your future*. The University of Texas at El Paso. Entering Students Program. 5th edition. ISBN 978-0-7380-7026 (available at the UTEP bookstore).
2. Assigned articles will be posted on Blackboard.

Course Description

Hot topics in environmental science

Environmental science explores the interactions and relations between humans and the Earth. Our natural resources and ecosystem are stressed by anthropogenic activities and technologies. We all have a responsibility to learn about how we humans impact natural systems and to act on our knowledge to prevent compounding these problems and to work to find better solutions to existing problems. In this course students will acquire an awareness of our environment and knowledge to better understand natural ecosystem processes as well as environmental concerns. We will discuss current environmental issues (such as pollution control, water conservation, renewable energy, protecting endangered species, and global climate change) and proposed solutions. Students will also learn how state-of-the-art tools as well as analytical and problem-solving skills are used to approach environmental issues. Furthermore, students will learn strategies for academic success, participate in UTEP community service events and be provided real life experiences to explore future career options. **This class is part of a Learning Community and is linked with ESCI 1301 and ESCI 1101. You must be enrolled in the three courses through Census Day, Sept. 9; if you drop one course you will be automatically dropped from all three classes.**

Course Objectives

1. Students will begin to understand their roles, opportunities, and responsibilities that impact their success within the context of the university.
2. Students will learn about and practice essential academic skills in order to strengthen performance in the university setting.
3. Students will begin to build a network of faculty, staff, and peers in order to create a supportive and positive learning experience/environment.
4. Students will begin to assess and better understand their own interests, abilities, and values in order to more efficiently pursue their academic, career, and life goals.
5. Students will become involved in UTEP activities and use campus resources.
6. Students will learn successful study, test taking, and writing strategies, as well as enhanced academic knowledge that will help them be successful in their Environmental Science courses.
7. Students will engage in critical thinking and problem-solving activities especially as related to Environmental Science.

Grading Policy

10% = Class participation (attendance, in-class activities, meetings with teaching team, end-of-course feedback survey)
35% = *Borders* assignments (library assignments, portfolio assignments, homework assignments)
5% = Attending campus and community outreach events
40% = Quizzes (based on class materials and reading assignments)
10% = Final student oral PowerPoint presentation

Grading Scale:
100-90 = A
89-80 = B
79-70 = C
69-60 = D
59 and below = F

You must earn at least a C to receive credit for this course.

Graded Assignments:

1. Class participation (10%)
   a. Instructor and peer leader meetings: you are required to **meet with the instructor twice during the semester (first meeting: *by* Sept.25, Second Meeting: *by* Oct. 30th)**. You are also required to **meet with the peer leader early in the semester (*by* Sept. 16th)**. A sign-up sheet for appointments will be provided. In the meeting we will discuss your transition to UTEP, assignments, or any other needed topics.

   b. Discussion participation and in-class activities: all students must come to class prepared to discuss our reading assignments and to participate in class discussion and activities.

2. *Borders* assignments (35%)

Homework based on material covered from the *Borders* textbook will be assigned throughout the semester. Collect all your assignments in a portfolio (three ring binder folder) and keep up with your portfolio. These assignments include the following:

a. Note taking assignments: students will take notes during the UNIV 1301 class. Additional assignment for practicing note taking in other courses (e.g., ESCI 1301, ESCI 1101) may also be included.

b. Time management planner & calendar: students will create a semester-long planner that includes all assignments for every class and other scheduled obligations. Students will also complete a shorter weekly calendar that records how they are actually spending their time.

c. Library assignment: to be handed out when we visit the library.

d. Campus resource summary: after the Campus Scavenger Hunt, students will research a UTEP campus resource and work with a group to make a short presentation describing services provided, location, hours of operation, etc.

e. Career portfolio assignment: students will complete the Choices Career Exploration software and use information about their future career to create a sample career portfolio including a resume and cover letter.

f. Additional in-class assignments may be included at the instructor's discretion.

3. Campus and community outreach events: (5%)
   a. Campus event paper: attend any UTEP event not associated with any of your other classes or school activities. Write a 1-page, typed and double-spaced paper describing the event and explaining how it added to your college experience. Event descriptions should be turned in one week after the event, but the last day for acceptance is November 24.
   b. Community outreach event: attend community outreach events (such as Celebration of our Mountains, Earth Science Day). Community outreach events will be announced in class. Write a 1-page, typed and double-spaced paper describing the event and explaining how it added to your college experience. Event descriptions should be turned in one week after the event, but the last day for acceptance is November 23.

4. Quizzes (40%)
   Five quizzes (including on the day of your final exam) will be given throughout the semester. Quizzes will be in class and will cover information from your reading assignments and lectures.

5. Oral PowerPoint presentation (10%)
   Students will address an environmental topic (in groups) and will present their assigned topic as an oral PowerPoint presentation and will submit a written summary of the presentation including references. Your presentation grade will be based on both peer and instructor evaluations using a grading rubric. Further details will be provided prior to the first presentation.

Class Policies:

1. Teaching team:
   Your instructor, peer leader, librarian, and advisor want to help you in this course. Please don't hesitate to ask questions and don't be afraid to talk to us. E-mail is the best way to reach us, but feel free to call or make an appointment for a meeting at any time. Let us hear from you!

2. Attendance:
   Your attendance and participation in class are required. Attendance is taken daily. You have to come to class on time. **Two tardies (late arrival) equal one absence**. Students may be absent two times without penalty. At the third absence students are required to meet with the instructor to explain the

reason for the absences. **At four absences students will be dropped from the course.** Unavoidable absences that are properly documented may be excused at the discretion of the Instructor, not by the Peer Leader. Documented absences for military service, religious holidays, and school-related activities (such as traveling with a team), will be excused, but you must tell us about these absences in advance and provide the proper documentation. It is your responsibility to sign the attendance sheet - if you forget, you will be considered absent.

3. Format of written work:
   All assigned work outside of class must be typed. Please use 12-point Arial font with 1-inch margins and double-space all work. Please print using black ink on white paper (using colored ink is optional).

4. Make-ups and late work:
   All assignments are due in class on the due date as listed in the schedule or mentioned in the class. Late work MAY be accepted at the discretion of the instructor and, if accepted, 10% of the total points for the assignment will be deducted.

5. E-mail and Blackboard:
   You are required to provide the teaching team with a UTEP e-mail address and check your UTEP e-mail and Blackboard daily. We will use your UTEP e-mail to contact you and you will use your UTEP e-mail to contact us as well. *Do not use Blackboard for e-mail correspondence.*

6. Drop policy:
   Students may drop the class and receive a W (withdrawal) on their transcript prior to Oct. 30th. You must consult the Instructor prior to dropping. Due to the University's six-drop rule, dropping the course may not be in your best interest. After Oct. 30th, a drop will result in an F on your transcript. Receiving either a W or an F in any course may prevent you from meeting the satisfactory Academic Progress requirements necessary to receive financial aid.

7. Student Conduct:
   Each student is responsible for notice of and compliance with the provisions of the Regents' Rules and Regulations, available at http://www.utsystem.edu/bor/rules/homepage.htm. All students are expected to behave as courteous, responsible adults. We will have frequent discussions and students are expected to tolerate and respect the opinions of others.

8. Cellular and electronic devices policy:
   Cell phones and other electronic and recording devices must be turned off during class time to minimize classroom disruptions and protect the integrity of test-taking situations. This means you cannot make calls, send text messages, or use social media during class. You may use your laptop or tablet to take notes in class, but this privilege will be revoked if the devices are used inappropriately. Students who fail to follow this rule may incur disciplinary action up to and including dismissal from the class and, upon repeated offenses, the course.

9. Policy for Final Exams
   [From the online Schedule of Classes] "Exemption from final examination may not be given. Final examinations are scheduled to be two hours, forty-five minutes in length and take place during the final examination period. It is the policy of the university not to administer a second final examination in the course. It is also university policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations."

10. Academic Integrity:
    All graded assignments must be entirely the work of the *individual* student. *"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the*

unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. (from the Regents' Rules and Regulations) Plagiarism is a serious violation of university policy and will not be tolerated. **All cases of suspected plagiarism will be reported to the Dean of Students for further review.**

11. Disability accommodations policy:
    If you have or suspect you might have a disability and need an accommodation you should contact the Center for Accommodations and Support Services (CASS) at 747-5148 or at cass@utep.edu or go to Room 106 Union East Building. Students are responsible for providing any CASS accommodation letters and instructions.

Important Dates to Remember:

• Monday	August 24:	First day of classes
• Monday	September 7:	Holiday, no classes – Labor Day
• Friday	October 30:	Last day to drop course
• Thursday & Friday	November 26-27:	Holiday, no classes – Thanksgiving Day
• Thursday	December 3:	Last day of classes
• Friday	December 4:	Dead Day
• Wednesday	December 9:	Final Exam

Tentative Course Schedule:

The following schedule is subjected to change with advance notice. If you are absent you are still responsible for finding out about the changes. Readings are to be completed by the day on the calendar; that is not the day to start reading. Additional readings and assignments will be assigned as necessary in the semester.

WK	DAY	DATE	LECTURE	READING	ASSIGNMENT DUE
1	M	Aug. 24	Introduction, Syllabus Review		
	W	26	Time Management Introduction to Environmental Science	*Borders* Ch.1: pgs. 2-7 Ch.2: pgs. 26-35	Begin the Time Management Schedule (Calendar & Planner)

	F	28	Blackboard and E-mail Note Taking	*Borders* Ch.5: pgs. 114-117 *Borders* Ch.4: pgs. 78-85	
2	M	31	Meeting with the Academic Advisor		
	W	Sept. 2	Library Orientation Session (meet in the library room 204B)	*Borders* Ch.5: pgs. 118-128	Time Management Calendar-I
	F	4	Applications of Geophysical Techniques to Environmental Problems – Guest lecture 1		Time Management Planner Library Assignment (pg. 128) Library Guide Tour
3	M	7	*****LABOR DAY – NO CLASSES*****		
	W	9	Soil Sustainability and Rock Weathering – Guest lecture 2	*Borders* Ch.4: pgs. 86-103	Title/Oral Presentation
	F	11	**QUIZ 1** How to Write a Resume		
4	M	14	Money Matters Environmental Isotope Geochemistry – Guest lecture 3	*Borders* Ch.9	Time Management Calendar-II
	W	16	Library Research Skills (meet in the library room 204B)		All students must have met with the Peer Leader by the end of this week
	F	18	Career Expo (go to the Career Fair: Don Haskins)	*Borders* Ch.8: pg. 196	
5	M	21	Academic Integrity and Policies – Guest Speaker, Office of Student Conduct	*Borders* Ch.6	
	W	23	Active Learning & Academic Styles Aquatic Ecosystem Ecology – Guest lecture 4	*Borders* Ch.3	VARK Learning Styles Assessment
	F	25	GIS (Geographic Information System) – Guest lecture 5		All students must have met with the Instructor by the end of this week (Meeting I)
6	M	28	Differences between High School and College	*Borders* Ch.2: pgs. 36-50	3 articles/Oral Presentation
	W	30	Rio Bosque Wetlands – CERM		Rio Grande Assignment
	F	Oct. 2	**QUIZ 2** Tips for Reading and Presenting a Scientific Paper	*Borders* Ch.4: pgs. 104-112	
7	M	5	Career Exploration – Guest Speaker, University Career Center	*Borders* Ch.8	Intro/Oral Presentation
	W	7	Environmental Impact of Energy – Guest lecture 6		
	F	9	Campus Resources – Campus Scavenger Hunt (wear comfortable shoes)	*Borders* Ch.10	
8	M	12	Healthy Student Living – Guest Speaker, Student Health Center	*Borders* Ch.7	Method/Oral Presentation
	W	14	Local Environmental Groups – Guest lecture 7		
WK	**DAY**	**DATE**	**LECTURE**	**READING**	**ASSIGNMENT DUE**
	F	16	Biochemistry and Plant Physiology – Guest lecture 8		

9	M	19	Fate and Transportation of Organic Pollutants in Aquatic Systems – Guest lecture 9		
	W	21	Career Planning and Overview of Career Portfolio (meet in the library room 204B)	Career Planning PPT	Home Chemicals Assignment
	F	23	**QUIZ 3** Campus Resources: Presentations		
10	M	26	Environmental Risk Management – Guest lecture 10		Results/Oral Presentation
	W	28	Ecological Modeling and Global Change Science – Guest lecture 11		Choices Assignment
	F	30	Pizza Party! We will meet at 11:30 am in B2.154 for an open discussion. Pizza and drinks will be provided. ***** LAST DAY TO DROP COURSE *****		All students must have met with the Instructor by the end of this week (Meeting II)
11	M	Nov. 2	Endangered Species/Biodiversity – Guest lecture 12		
	W	4	How to Get Started in Research – Guest Speaker, COURI Program		
	F	6	Terrestrial Systems Ecology – Guest lecture 13		
12	M	9	Sedimentology and Desert Landspace Evolution – Guest lecture 14		Discussion & Conclusion/Oral Presentation
	W	11	Earth and Environmental Informatics – Guest lecture 15		
	F	13	**QUIZ 4** Water Quantity and Conservation Activity		
13	M	16	Plant and Ecosystem Ecology – Guest lecture 16		
	W	18	Water, Soil, and Air Quality and Conservation – Guest lecture 17		
	F	20	Soil Activity		Career Portfolios
14	M	23	Student Presentations		Witten Summary for Oral Presentation Last Day for Campus and Community Event Reports
	W	25	Student Presentations		
	F	27	*****THANKSGIVING HOLIDAY – NO CLASSES*****		
15	M		Review		
	W	2	Class Evaluation – TIERA Program		
	F	4	*****DEAD DAY – NO CLASSES*****		
FINAL EXAM – WEDNESDAY, DECEMBER 9th, 1:00 pm – 3:45 pm, MAIN 214					

Methods in Environmental Science - Spring 2019

ESCI 1310

Monday Class: Old Main 205; 1:30-2:50
Wednesday Lab: BIOL 309, 326; 1:30-4:20

Instructors:
Dr. Vanessa Lougheed, Office: BIOL 316, Tel: 747-6887, email: vlougheed@utep.edu
Office Hours: by appointment

Dr. Lixin Jin, Office: GEOL 221A, Tel: 747-5559, email: ljin2@utep.edu
Office Hours: by appointment

Dr. Elizabeth Walsh, Office: BIOL 218, Tel: 747-5421, email: ewalsh@utep.edu
Office Hours: by appointment

Required Textbook: NONE

Goals:
In this sophomore-level course, team projects will be designed to understand water quality and quantity, an important regional concern. Through hands-on experiences, students will be trained to carry out field work , including collecting data using state-of-the-art instruments and techniques, analyze their own data as well as larger, more complex datasets. Through these experiences students will be involved in environmental outreach activities to the local community.

The objectives are to:

1. Increase awareness of specific environmental issues;
2. Demonstrate how new scientific knowledge is established and hypotheses are tested;
3. Encourage team work and group discussion; and
4. Improve analytical, writing and oral skills.

Grades:
Reports and In-class assignments (50%).
Quizzes (3 @ 5% each) (15%).
Final exam (comprehensive) (20%).
Attendance, participation (15%).

Lecture notes, instructions, rubrics for reports and grades will be posted on Blackboard.

Tentative Schedule

Week of	Class (Monday)	Lab (Wednesday)
Jan 21-25	NO CLASS	Intro & Experimental design (Lougheed)
Jan 28-Feb 1	Intro to Water Unit (Walsh)	Water field trip 1 (Walsh)
Feb 4-8	Intro to Rio Bosque (J. Sproul)	Water field trip 2 (Walsh)
Feb 11-15	Statistics (Lougheed)	Statistics (Lougheed)
Feb 18-22	Quiz 1; Water quality and biodiversity (Walsh);	Water quality and biodiversity LAB (Walsh)
Feb 25-Mar 1	Water quality and biodiversity (Walsh);	Water quality and biodiversity (Walsh);
Mar 4-8	Quiz 2; Intro to soil (Jin)	Soil salinity (Jin)
Mar 11-15	GPS and GIS (Tweedie)	GPS tree activity
Mar 18-22	**Spring Break**	**Spring Break**
Mar 25-29	Soil (Jin)	Soil field trip (Jin)
Apr 1-5	Soil (Jin)	Soil Lab (Jin)
Apr 8-12	Soil (Jin)	Soil Lab (Jin); Quiz 3
Apr 15-19	Hydrology (Ma)	Hydrology FIELD TRIP (Ma)
Apr 22-26	Hydrology (Ma)	Hydrology (Ma)
Apr 29-May 3	Historic data (Lougheed)	Analysis - Rio Bosque historic data with GIS (Lougheed)
May 6-10	Drivers of soil and water quality (Interdisciplinary activity)	Water sustainability model
May 13 -17	Exam week (final exam): Wed., May 15, 4:00-6:45pm (Old Main 205)	

Course policies:

Class participation:

You are expected to come to class prepared to answer questions about the assigned readings or other materials.

E-mail and Blackboard:

You are required to provide the teaching team with a UTEP e-mail address and check your UTEP e-mail and Blackboard daily. We will use your UTEP e-mail to contact you and you will use your UTEP e-mail to contact us as well. *Do not use Blackboard for e-mail.*

Dropping the course:

Students may drop the class and receive a W (withdrawal) on their transcript prior to April 5th, 2019. You must consult the Instructor prior to dropping. Due to the University's six-drop rule, dropping the course may not be in your best interest. After March 29th, a drop will result in an F on your transcript. Receiving either a W or an F in any course may prevent you from meeting the satisfactory Academic Progress requirements necessary to receive financial aid.

Student Conduct:

Each student is responsible for notice of and compliance with the provisions of the Regents' Rules and Regulations, available at http://www.utsystem.edu/bor/rules/homepage.htm. All students are expected to behave as courteous, responsible adults. We will have frequent discussions and students are expected to tolerate and respect the opinions of others.

Cellular and electronic devices:

Cell phones and other electronic and recording devices must be turned off during class time to minimize classroom disruptions and protect the integrity of test-taking situations. This means you cannot make calls, send text messages, or use social media during class. You may use your laptop or tablet to take notes in class, but this privilege will be revoked if the devices are used inappropriately.
Students who fail to follow this rule may incur disciplinary action up to and including dismissal from the class and upon repeated offenses, the course.

Final Exam:

[From the online Schedule of Classes] "Exemption from final examination may not be given. Final examinations are scheduled to be two hours, forty-five minutes in length and take place during the final examination period. It is the policy of the university not to administer a second final examination in the course. It is also university policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations."

Academic Integrity:

All graded assignments must be entirely the work of the *individual* student. *"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.* (from the Regents' Rules and Regulations) Plagiarism is a serious violation of university policy and will not be tolerated. All cases of suspected plagiarism will be reported to the Dean of Students for further review.

Disability accommodations:

If you have or suspect you might have a disability and need an accommodation you should contact the Center for Accommodations and Support Services (CASS) at 747-5148 or at cass@utep.edu or go to Room 106 Union East Building. Students are responsible for providing any CASS accommodation letters and instructions.

ESCI 2204: Research in Environmental Science
SYLLABUS and TENTATIVE SCHEDULE
Fall 2015

Instructors: Dr. Elizabeth Walsh
Office: Biology B218, *Lab*: B221
Office hours: M, W 10:30-11:30 pm
Phone: 747-5421 or 747-6989
Mailbox: BioScience Building B2.120
email: ewalsh@utep.edu

TAs: XXX

COURSE OBJECTIVE

Training in conducting and communicating research through workshops and active research with a faculty mentor.

Students will be required to spend ***4-6 hrs per week*** working on a research topic with a faculty mentor in addition to attending class

Specific skills learned will include:

- Developing research proposals (e.g. hypotheses, experimental design)
- Applying for summer internships
- How to complete and present a research poster
- How to give an Elevator Talk
- Ethics in Environmental Research
- Communicating science to the general public

GRADE DETERMINATION

POINTS	
Lab notebook:	10
Faculty evaluation:	40
Elevator talk:	10
Practice presentation:	10
Research report & final presentation:	30
TOTAL	100

ASSIGNMENT OF GRADES

90-100 POINTS = A
80-89 POINTS = B
70-79 POINTS = C
60-69 POINTS = D
<60 POINTS = F

Rubrics for all presentations will be posted on Blackboard.
Required Textbook: None required.

TENTATIVE SCHEDULE - Fall 2015

Date	Topic	Instructor
Aug 27	Introduction to Research	Xu
Sept 3	Lab Safety training, How to keep a notebook	Xu
Sept 10	Experimental Design Review	TAs
Sept 17	Touching bases; developing a hypothesis	Xu, Walsh; TAs
Sept 24	Ethical conduct of research	Walsh
Oct 1	Communicating science to the general public	TAs
Oct 8	Mixer with Mentors – open forum	Xu, Walsh, TAs
Oct 15	How to develop an Elevator Talk Presenting a scientific paper	TAs
Oct 22	Elevator talks on research projects	TAs
Oct 29	Lab notebook check	TAs
Nov 5	Mixer with Mentors – open forum	Xu, Walsh, TAs
Nov 12	How to make a research poster	TAs
Nov 19	Practice poster presentations	TAs
Nov 26	Thanksgiving – No Class	
Dec 3	Formal presentations of posters; Report Due; Final Lab Notebook Check	Xu, Walsh, TAs, Mentor

COURSE POLICIES

POLICY ON CLASS PARTICIPATION: You are expected to come to class prepared to lead a discussion on the assigned topic. You should have a good understanding of the reading and have several questions ready to discuss.

POLICY ON CIVILTY: Please come to class on time. It is disturbing and distracting everybody if people come in late. Please do not hold private conversations during lectures, but feel free to ask questions or start a discussion at any time. ***Cell phones MUST be turned off during class. DO NOT answer phones while in class.***

DISABILITY STATEMENT: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*

MILITARY STATEMENT: If you are a military student with the potential of being called to military service and /or training during the course of the semester, you are encouraged to contact one of the Instructors no later than Sept 10.

POLICY ON HOMEWORK: All homework assignments are to be individual efforts unless specifically told otherwise. This policy will be strictly enforced.

POLICY ON MAKE-UP ASSIGNMENTS: NO make-up assignments will be given for reasons other than illness (doctor's note required), absence with the instructor's prior approval, or when a student is on official University business (documentation required BEFORE the absence).

POLICY ON ACADEMIC HONESTY: Academic Dishonesty will not be tolerated. All university guidelines will be strictly followed. Please read these guidelines carefully. If you have any questions regarding the university policy please contact the Dean of Students.

POLICY ON ELECTRONIC DEVISES: Use of **laptops** during class is not permitted, except for class assigned presentations. The necessity of classroom interaction in this course negates the usefulness of laptops as a note-taking device. The use of your laptop during class can also prove distracting to your classmates, so please refrain from using your laptop during class. Use of **cell phones or other wireless devices are not permitted.**

- Set your phone to mute or silent mode before coming to class.
- Do not answer incoming calls or make outgoing calls except in an emergency.
- Do not use text messaging or web browser features while in class.

If you choose not to comply with these policies you will be ask to leave the classroom.

ESCI 2105: Research In Environmental Science Part II (CRN 26968 and 27972)
Spring 2019 (W 10:30-11:20 and W 11:30-12:20, GEOL 302)

Instructors: Dr. Lixin Jin
Office: Geology 221A
Office hours: W 9:00-10:20 am
Phone: 747-5559
Mailbox: 101 Geology
email: ljin2@utep.edu

Teaching Assistant:

COURSE OBJECTIVE

Continue training in conducting and communicating research through workshops and active research with a faculty mentor and his/her graduate students. Students are required to:

- Spend on average ***3-4 hrs per week*** continuing on a research topic
- Attend class
- Present a poster on the research project at Department colloquium AND COURI research symposium
- Write a scientific report

Specific skills learned will include:

- How to apply for summer internships
- Ethics in Environmental Research
- Poster presentation
- Scientific writing
- Communication to the general public and professionals in the field

Grade Determination (points)

Attendance:	10
Lab note (monthly check):	5
Elevator Talk 2:	10
Elevator Talk 3:	10
Practice presentation:	10
Colloquium Presentation:	10
Final report:	30
Final presentation:	15
Total:	100

Assignments of grades: 90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D); <60 (F)

Required Textbook: None required.

TENTATIVE SCHEDULE - Spring 2019

Date	Topic
Jan 22	Research Refresher, introduction
Jan 29	Report back- What is the status of your research?
	Feedback from 2204, Poster Development and Rubric
Feb 6	Ethical conduct of research, scientific writing
Feb 13	Library visit
Feb 20 (Report 1 due)	Data analysis, graphs, and statistics using Excel
Feb 27	How to find a summer internship?
Mar 6	Practice presentations
Present at Department of Geological Sciences Colloquium (March 7 or March 8)	
Mar 13 (Report 2 due)	Feedback from Colloquium
Mar 20	Spring Break – No Class
Mar 27	Elevator Talk round 2 (Research project)
April 3	Elevator Talk round 2 (feedback)
April 5	**(Course drop deadline)**
April 10 (Poster Printing)	No Meetings, poster printing
April 13, SATURDAY	**COURI Symposium**
April 17 (Report 3 due)	Elevator Talk round 3 (job interview)
April 24	Elevator Talk round 3 (feedback)
May 1	Evaluation and surveys
May 8	Mixer with mentors/**Final Report due**

COURI: http://couri.utep.edu/index.php/symposia
Abstract submission window **Jan 30 – Mar 13, 2019**; Presentation: **April 13, 2019**

COURSE POLICIES

POLICY ON CIVILTY: Please come to class on time. It is disturbing and distracting everybody if people come in late. Please do not hold private conversations during lectures, but feel free to ask questions or start a discussion at any time. Cell phones MUST be turned off during class. DO NOT answer phones while in class.

Disability Statement: I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) in the East Union Bldg., Room 106 within the first two weeks of classes.

Military Statement: If you are a military student with the potential of being called to military service and /or training during the course of the semester, you are encouraged to contact me no later than February.

POLICY ON HOMEWORK: All assignments are to be individual efforts unless specifically told otherwise. This policy will be strictly enforced.

POLICY ON ACADEMIC HONESTY: Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording: it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

POLICY ON ELECTRONIC DEVISES: Use of **laptops** during class is not permitted, except for class assigned presentations. The necessity of classroom interaction in this course negates the usefulness of laptops as a note-taking device. The use of your laptop during class can also prove distracting to your classmates, so please refrain from using your laptop during class. Use of **cell phones or other wireless devices are not permitted.**

- Set your phone to mute or silent mode before coming to class.
- Do not answer incoming calls or make outgoing calls except in an emergency.
- Do not use text messaging or web browser features while in class.

If you choose not to comply with these policies you will be asked to leave the classroom