

**Advanced Placement
Environmental Science
Gonzaga High School
2007-2008**

“The Heavens declare the glory of God; the skies proclaim the work of his hands . . . there is no speech or language where their voice is not heard; their words go out to the ends of the world”
Ps. 19:1,3

Teacher: Mr. Ausema

Text: Living in the Environment, G.T. Miller, 15th Ed

Class web page: <http://www.gonzaga.org/teachers/jausema/web/classroom.html>.

Grading Breakdown:

Tests	40%
Lab reports	20%
Article Summaries/writing	20%
Class participation/discussion/quizzes	20%

Class policies:

Regular class schedules will be available online, indicating what is planned for each day. ***You will have homework to do for every class day.*** Most days there will be required reading from the textbook; often there will also be writing assignments based on supplemental readings. Regular quizzes will be given to test your preparation for class.

A strong emphasis is placed on **class participation**. You are expected to be prepared for class and ask questions, form arguments, and share your opinions in a mature manner. **You are also expected to take notes.** I will do occasional (graded) notebook checks. It will be impossible to get a grade higher than C if you score poorly in this area. Points will be taken from your class participation grade if you sleep in class, talk to your neighbors, or are distracting in any way.

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. This means we will cover material at a depth and pace equivalent to that of college courses. You are expected to engage in higher-level thinking. Biology and Chemistry are required prerequisites for this course, and it is expected that you will **remember what you learned** in these courses. You might need to spend time brushing up on your basic bio and chem knowledge. Many colleges will give you credit for scoring well on the exam – see the class web page for more info on which colleges will give you credit.

Laboratory work

The lab work AP Environmental Science, as in any science course, is extremely important. If at all possible, you should avoid missing lab days for any reason. In some cases, missed work can be made up on your own; in other cases it cannot. Some lab reports will follow a set “formal” format (details will follow later); others will be more

informal. You will need to pay attention to the class schedule to know when labs are coming, since we do not have access to the lab rooms during the 70 minute period. We will conduct some studies in the regular lab rooms during 40 minute periods; some labs on the computer; and several field studies which will take up most of the school day. These field studies are especially important – you are required to attend and take part, and significant extra work will be assigned to students who choose to skip them.

Tests

There will usually be 3-4 major tests per marking quarter. Tests will follow the format of the AP test. This means they will include 20-40 objective questions (usually multiple choice, but possibly matching or T/F), followed by 1-2 major essay questions.

Writing and Class discussion

You will periodically (typically 2-3x per week) be assigned readings from sources other than the book. These sources include journal articles, book excerpts, and news items. You will be asked to summarize the readings or analyze them in writing; you should also be prepared to share in class discussion. *Assignments will be marked down 10 points if they are late one day, and will continue to lose points each day.* You are responsible for knowing the schedule, including what you miss when absent. If you have difficulty obtaining internet access, please ask me for a hard copy of the weekly schedule.

Resources

The textbook has a companion website to which you have access as users of the text. Go to www.thomsonedu.com/login and use the code provided in your text to set up an account. The site will also provide access to InfoTrac, which you can use to do research on course projects.

There is a **class web site**, linked to my entry on the Gonzaga science department page. I recommend bookmarking the site on your browser. On the page you will find your weekly class schedule, homework assignments, basic class notes (hint: print these out and bring them to class, then use them as a “skeleton” to which you add your own notes), and lots of links to online resources for learning environmental science. The direct link for the site is <http://www.gonzaga.org/teachers/jausema/web/classroom.html>.

Classroom behavior: I expect respectful and appropriate behavior from you in class. You are encouraged to participate by sharing your thoughts, questions, and comments. Rude or inappropriate comments will land you in JUG, as will any behavior that distracts others from learning.

Notebooks and organization:

You are required to take notes and keep an **organized notebook** for this course. You should obtain a 3-ring binder style notebook for use in class. Set it up with the following sections:

Notes: Print out the "skeleton outlines" from the class web page and store the notes you take in class here as well. Create your own drawings and concept maps to store with your notes as well

Labs: This part will have two components: (1) notes/data you take while conducting experiments; (2) your typed lab reports

Handouts/readings: There will be numerous handouts and readings to keep track of. Many readings will be available only online, but I would suggest storing them in your notebook if you print them out. I do not make extra copies - keep track of your work!

News/articles: You will be required to document at least one news article related to environmental issues or research per month. Write a short summary (on paragraph) of the article and it's significance, and attach it to the article. When the assignment is due in class, you may email it to me; I will check for them in this section of the notebook when I grade it at the end of the quarter.

Writing assignments: Store your completed writing assignments here as well.

I will periodically collect the notebooks to check for all of the required components. Grades will be part of your "class participation" grade.

Bonus incentive: in order to model the idea of reducing resource use, I want to encourage you to use less paper. You can receive bonus points if you save electronic versions of all writing assignments and create an accessible index for them on a web page, so that I can view them there instead of in the notebook.