COURSE OUTLINE
Revision: Tim Walsh, September 2009

DEPARTMENT: Academic Programs
CURRICULUM: Environmental Science
COURSE TITLE: Environmental Issues and Problems II
COURSE NUMBER: ENV 203
TYPE OF COURSE: Academic Transfer
Special Requirement Met: None
AREA(S) OF KNOWLEDGE: The Natural World
COURSE LENGTH: 1 quarter
CREDIT HOURS: 5
LECTURE HOURS: 55
LAB HOURS: 0
CLASS SIZE: 30
PREREQUISITES: Qualified for ENGL 098

COURSE DESCRIPTION:

Encompasses the role of technological humans in the global ecosystem. Covers current environmental topics with a view toward solutions and sustainability. Includes human population growth, sprawl, air and water pollution, global climate change, food resources, environmental health, solid and hazardous waste, material resources and flows, and energy resources.
STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication - Read and listen actively to learn and communicate. Speak and write effectively for personal, academic, and workplace purposed. Access, evaluate and use information from a variety of sources.
2. Human Relations - Use social interactive skills to work in groups effectively.
3. Critical Thinking and Problem Solving – Think critically in evaluating information, solving problems and making decisions
4. Personal Responsibility – Value one's own skills and abilities and be motivated to continue learning. Take pride in one's ideas, work and art. Have the ability to adapt to change.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. Have a basic understanding of how ecosystems work and their values.
2. Understand human population dynamics
3. Understand the problems of too much or too little water.
4. Explain the categories and causes of water pollution.
5. Understand food production and threats to food security.
6. Identify sources of indoor and outdoor air pollution.
7. Explain the problems, causes, and effects of global climate change.
8. Understand the nature of material resource use.
9. Understand the problems of solid and hazardous waste.
10. Identify and explain the major environmental health hazards we face.
11. Understand the various energy resources in use.
12. Explain solutions to the problems above that are needed to design a more sustainable human civilization.

TOPICAL OUTLINE:

I. Environmental Problems, their causes and sustainability
II. Ecosystems and how they work
III. Water resources and water pollution
IV. Air pollution
V. Global climate change
VI. Food resources
VII. Environmental health
VIII. Human population dynamics
IX. Solid and hazardous waste
TOPICAL OUTLINE CONTINUED:
X. Material resources
XI. Energy resources
XII. Sustaining human societies

REVISED BY: Tim Walsh
DATE: September 2009
### SSCC Student Learning Outcomes

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.1</td>
<td>Communication - Read and listen actively</td>
<td>SLO 1.2</td>
<td>Communication - Speak and write effectively</td>
</tr>
<tr>
<td>SLO 1.2</td>
<td>Communication - Read and listen actively</td>
<td>SLO 1.3</td>
<td>Communication - Speak and write effectively</td>
</tr>
<tr>
<td>SLO 2.1</td>
<td>Computation - Use mathematical operations</td>
<td>SLO 2.2</td>
<td>Computation - Use mathematical operations</td>
</tr>
<tr>
<td>SLO 2.2</td>
<td>Computation - Apply quantitative skills</td>
<td>SLO 2.3</td>
<td>Computation - Apply quantitative skills</td>
</tr>
<tr>
<td>SLO 2.3</td>
<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
<td>SLO 2.4</td>
<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
</tr>
<tr>
<td>SLO 3.1</td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
<td>SLO 3.2</td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
</tr>
<tr>
<td>SLO 3.2</td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
<td>SLO 3.3</td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
</tr>
<tr>
<td>SLO 4.1</td>
<td>Critical Thinking and Problem Solving -</td>
<td>SLO 4.2</td>
<td>Critical Thinking and Problem Solving -</td>
</tr>
<tr>
<td>SLO 4.2</td>
<td>Critical Thinking and Problem Solving -</td>
<td>SLO 5.1</td>
<td>Technology - Select and use appropriate technological tools</td>
</tr>
<tr>
<td>SLO 5.1</td>
<td>Technology - Select and use appropriate technological tools</td>
<td>SLO 5.2</td>
<td>Technology - Select and use appropriate technological tools</td>
</tr>
<tr>
<td>SLO 6.1</td>
<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
<td>SLO 6.2</td>
<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
</tr>
<tr>
<td>SLO 6.2</td>
<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
<td>SLO 6.3</td>
<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
</tr>
<tr>
<td>SLO 6.3</td>
<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
<td>SLO 6.4</td>
<td>Personal Responsibility - Manage personal health and safety</td>
</tr>
<tr>
<td>SLO 6.4</td>
<td>Personal Responsibility - Manage personal health and safety</td>
<td>SLO 6.5</td>
<td>Personal Responsibility - Manage personal health and safety</td>
</tr>
<tr>
<td>SLO 6.5</td>
<td>Personal Responsibility - Be aware of civic and environmental issues</td>
<td>SLO 7.1</td>
<td>Information Literacy - Access and evaluate information</td>
</tr>
<tr>
<td>SLO 7.1</td>
<td>Information Literacy - Access and evaluate information</td>
<td>SLO 7.2</td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
</tr>
<tr>
<td>SLO 7.2</td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>