SW 218: W.A.T.E.R. - What About The other Essential Resource?  
Spring 2019

Instructor: Dr. Akilah Martin  
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Dates Offered: 4/3/19 – 6/5/19  
Hybrid Course (Loop and Online)  
Loop Campus Daley Building (14 E. Jackson)

Course Description
Water supports all aspects of our life. Water impacts our environment, health, security, and the economy. There is a need for society to be “water wise” in the world today. Creating sustainable methods to resolving water quantity and quality problems in stormwater, wastewater, watershed and water distribution systems is essential today. If you are interested in learning more about the dynamics of water and how you can be an engaged citizen, this is the learning experience for you. We will discuss all things related to water. We will explore and discover scientific, social, artistic, and historical viewpoints of water. This course offers an opportunity for learners to think critically, problem-solve, engage in active learning, and most of all peer to peer collaboration. Finally, as a class we will build a rain garden in a Chicago neighborhood.

Prerequisites: None

Competence Statements
S1X - Can investigate the physical world of water using scientific concepts, models, principles, and theories.  
S4 - Can describe and explain connections among diverse aspects of nature.  
S5 - Can explain and evaluate the nature and process of science.

Learning Outcomes or Competencies
At the end of this course, learners will be able to:
• Describe the connection between water, soil, and food  
• Examines impact of human dimensions on water
• Discuss water conservation and sustainability
• Identify impact on water
• Recommend solutions moving forward to restore and conserve water
• Demonstrate a holistic view of water conservation

Learning Strategies & Resources
Open Mind
Creative Spirit
Commitment to completing all objectives and outcomes

In-class participation (i.e. discussions, lab exercises, and field trip). Online participation (i.e. discussion board, readings, weekly assignments, and competence project).

All readings will be posted on the course D2L site. Feel free to share readings that you uncover throughout the quarter.

Learning Deliverables (graded evidences of learning)
  Weekly readings and assignments
  Weekly Lab Exercises
  Weekly Discussions
  Class Field Trip - Army Corps of Engineers - TBD
  Implementation of a Rain Garden Project

Assessment of Student Learning
Students will be introduced to the field of hydrology, through readings, field trips, lab assignments, discussions, and resources on-line. Students will learn the complexities of water and their role in water quality. Students will be expected to either complete a project or paper as an end result of the class. This project or paper is independent and should be discussed with the instructor very early on in the quarter. In this learning endeavor, you will be able to interpret data (S1, S4, and S5 competences), evaluate environmental reports (S1, S4, and S5 competences), explain water concepts (S1, S4, and S5 competences), problem-solve international environmental issues (S1, S4, and S5 competences) and identify solutions for environmental remediation and restoration (S1, S4, and S5 competences).

Faculty Response Expectations
What you can expect from me:

➢ During the week, I will respond to your emails within 24 hours. On weekends, I will respond to your emails within 48 hours.

➢ In our class discussions, I will respond to your posts, either individually or through chiming in to the discussion, within one week.

➢ For class assignments, I will provide feedback on your work within one week.
If I am unable to provide feedback within that timeframe (if I’m attending a conference, for example), I will alert you ahead of time.

**Criteria for Assessment:**
While the criteria for assessment will be shaped to some extent by the nature of your product (demonstration of competence), the following are indicators of “A” level work:

- examines and analyzes a problem/issue from more than one perspective
- integrates reflections on personal experience with relevant concepts and theories from the literature
- seeks information/data from a mix of relevant sources (e.g., scholarly journals and books, popular media, personal stories)
- cites sources using APA format
- writes clearly and cogently, including proper mechanics and organization of material

**Grading Criteria & Scale**
Students will be assessed on the following criteria:
Competence Project/Rain Garden Project (30%)
Class Participation (30%)
Class Assignments (20%)
Field trips (20%)

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>95 to 100</td>
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<tr>
<td>A-</td>
<td>91 to 94</td>
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<tr>
<td>B+</td>
<td>88 to 90</td>
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<tr>
<td>B</td>
<td>85 to 87</td>
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<tr>
<td>B-</td>
<td>81 to 84</td>
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<tr>
<td>C+</td>
<td>77 to 80</td>
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<tr>
<td>C</td>
<td>73 to 76</td>
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<tr>
<td>C-</td>
<td>69 to 72</td>
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<tr>
<td>D+</td>
<td>65 to 68</td>
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<td>D</td>
<td>61 to 64</td>
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<td>F</td>
<td>60 or below</td>
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<td>INC</td>
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**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Activities</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>4/3/19</td>
<td>Online</td>
<td><em>Delineating Your Watershed and Water Cycle</em></td>
<td>Discussion due Wednesdays 11:59pm</td>
<td>All Readings and Assignments are posted in D2L</td>
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<tr>
<td>4/10/19</td>
<td>Loop</td>
<td><em>Water Use, Management, and Consumption</em></td>
<td>In-Class Lab</td>
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<tr>
<td>4/17/19</td>
<td>Loop</td>
<td><em>Water Politics</em></td>
<td>In-Class Lab</td>
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<tr>
<td>Date</td>
<td>Format</td>
<td>Topic</td>
<td>Due Time</td>
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<tr>
<td>4/24/19</td>
<td>Online</td>
<td>Wetlands</td>
<td>Discussion due Wednesdays 11:59pm</td>
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<tr>
<td>5/1/19</td>
<td>Loop</td>
<td>Runoff and Non-point Source Pollution</td>
<td>In-Class Lab</td>
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<tr>
<td>5/8/19</td>
<td>Online</td>
<td>Water Modeling/Water Pollution</td>
<td>Discussion due Wednesdays 11:59pm</td>
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<tr>
<td>5/15/19</td>
<td>Online</td>
<td>Building a Rain Garden</td>
<td>Discussion due Wednesdays 11:59pm</td>
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<tr>
<td>5/22/19</td>
<td>Online</td>
<td>International Waters</td>
<td>Discussion due Wednesdays 11:59pm</td>
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<td>5/29/18</td>
<td>Loop</td>
<td>Early Civilizations’ Relationship to Water</td>
<td>In-Class Lab</td>
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<td>6/5/19</td>
<td>Loop</td>
<td>Water, Food, and Soil Competence Project/Rain Garden Project (30%)</td>
<td>Student Project Presentations</td>
<td></td>
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**Face-to-Face (Loop):** 4/10/19, 4/17/19, 5/1/19, 5/29/18, and 6/5/19

**Online:** 4/3/19, 4/24/19, 5/8/19, 5/15/19, and 5/22/19

**Course Policies**
Describe here the specific policies and procedures the instructor has for the course that Students must arrive at each class promptly and remain for the entire period. Please disable all cell phones, text-messaging devices, and beepers, and provide a written excuse for any class meeting you miss. *Missing one (1) class meeting will make it difficult to pass the course. SNL policy allows the grade of “F” to be submitted for any student missing three (3) or more class meetings. In the event that you miss a class period, I have setup a make-up policy.*

Additionally: This course includes and adheres to the college and university policies described in the links below:
- Academic Integrity Policy (UGRAD)
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants
Instructor Brief Bio

Akilah Martin earned her doctorate from Purdue University. Her professional interests include enhancing environmental and natural resources sustainability and science and engineering education. Her teaching and research interests include enhancing soil and water quality through education and promotion of its awareness locally, nationally, and globally.