Global Change Ecology: EEB 2100 E

Summer 2026: May Session- (5/11 -5/29/2026)

3 credits, online asynchronous

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Instructor: **Dr. Nicole A. Fusco, email: nicole.fusco@uconn.edu**

Office hours: 10am-11am Monday, Wednesday, Friday in the online classroom via Blackboard Collaborate or by appointment scheduled via email. If you can't make office hours, please email me to set up an alternative time to meet!

Course description: **EEB 2100E.** Causes and ecological consequences of anthropogenic environmental change. Topics include: ecological consequences of human modification of the earth, sea and air; biotic responses to environmental change; and sustaining Future Ecosystem Functions. The course fulfills the Common Curriculum requirements for Environmental Literacy (TOI-4) and Science and Empirical Inquiry (TOI-6).

Course learning objectives

At the end of this course, you will be able to:

- (LO1) Summarize the major trends in and extent of human-driven (anthropogenic) environmental and biodiversity change.
- (LO2) Describe how modification of our terrestrial, aquatic, and atmospheric biomes is affecting interactions among organisms and their environment.
- (LO3) Compare human-driven environmental and biodiversity change to natural variation and trends in the geological record and Earth history.
- (LO4) Connect the causes and ramifications of human modifications of ecological systems in terms of biodiversity, ecological patterns and processes.
- (LO5) Connect human land and human food use patterns to their impacts on natural ecosystems.
- (LO6) Explain how human society depends on natural ecosystems and biodiversity for resources and other services.
- (LO7) Analyze how the future capacity of the biosphere to provide ecosystem services may be compromised by environmental change and human resource use.

Course details

The impacts of humans on the biosphere are pervasive and profound, with potentially catastrophic consequences for ecosystems and human society. This course will explore the major components of global change including climate change, pollution, over-exploitation of resources, land-use change and biotic homogenization. We will consider how each of these drivers modifies natural ecosystems and the ability of these ecosystems to continue providing the services human society depends on. In the group project, students

will practice communicating scientific evidence about the consequence of global change to a non-specialist audience.

Coursework prerequisites: None

Required materials should be obtained before the first day of class and include:

Textbook: Climate change biology third edition by Lee Hannah. Purchasing options through the campus bookstore either eBook or Paperback form.

Other readings and materials: Other required readings will be assigned throughout the course. I will provide either a link to a pdf or website on HuskyCT. Readings for each module will consist of a variety of sources: review articles from the scientific literature; scientific media (National Geographic, New Scientist), federal agencies (NOAA, EPA, CDC, etc.), and general media (newspaper, journalistic sources). Links to podcasts, videos, interactive simulations and other media will provide additional learning opportunities.

We will explicitly go over how to read and interpret a scientific paper. Students should not be intimidated. It is not necessary for students to understand every aspect of each scientific paper. Instead, we will teach you how to focus on the questions being asked and whether they were adequately addressed in the study.

Calculator: You will need a standard (non-scientific, non-graphing) calculator for this class. You are expected to have it available to you for all activities, tests and other assessments throughout the course. I prefer to use a hand-held calculator for the calculations we will be doing in this course, but if you prefer you can also use the one built into your computer. The exam software will also have a calculator enabled, but you are responsible for familiarizing yourself with its use (it is available in the practice syllabus quiz in the course orientation).

Computer and internet: You must have your own computer/tablet for this course in accordance with university technology requirements (see https://kb.uconn.edu/space/IKB/10852500927/Student+Device+Requirements). Chromebooks do NOT meet the minimum requirements. This course takes place over the HuskyCT platform; you must familiarize yourself with this platform **and** have a reliable high-speed internet connection.

NOTE: This course has NOT been designed for use with mobile devices.

Software/technical requirements (with accessibility and privacy information):

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Google Apps (Google Apps Accessibility, Google for Education Privacy Policy)
- Microsoft Office (free to UConn students) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
- Respondus lockdown browser and monitor
- Kaltura capture
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

- Webcam. For information on managing your privacy at the University of Connecticut, visit the University's Privacy page.

Minimum technical skills: To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats including MS Word.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Access PDF files.
- Use a webcam and microphone.

Help: This course is facilitated online using the learning management platform, HuskyCT. The IT Knowledge Base provides students with support, troubleshooting, and how-to information about HuskyCT. The IT Knowledge Base includes a video tour of HuskyCT. For technical help with HuskyCT, you have access to the in-person/live person support options available during regular business hours through the Technology Support Center. You also have 24x7 Course Support outside of business hours, including access to live chat, phone, and support documents. Technical and Academic Help provides a guide to frequently asked questions for students.

Course format:

This is an entirely remote asynchronous course. As such, you will be working through the materials independently and "on your schedule"; however, because this is an intensive three week course, time is limited and you must keep up. So, there is a specific daily schedule of topics, activities and assignments you must complete (see the schedule posted at the end of this document and at the beginning of each unit on HuskyCT). While modules are meant to be completed in sequence and a daily schedule is given for each week, all modules for a week will be made available (with the exception of the exam) on Monday at 8 am of each week. You may "work ahead" through the week's modules as desired, but need to do them in sequence to maximize your learning and performance. **Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the course schedule, over-sleeping & traffic are not viable excuses for falling behind on your work.**

The types of media and activities you will encounter in this course are highly varied and designed to keep you engaged. Please note that **ANY use of AI or automatic text generators for ANY activities, assignments, quizzes or exams in the course is FORBIDDEN** (see section below on academic misconduct). The following is not an exhaustive list, but should give you an idea of what you can expect:

- **Lecture recordings, videos and readings with "checkpoint questions":** You are required to watch the lecture recordings and do the reading as specified in the modules on HuskyCT and according to the topic schedule. Lectures are generally not long (often <25 minutes) and can be rewatched as needed. There are often knowledge "checkpoint" questions following lecture recordings and readings. You are required to do these and pay attention to any feedback you are given – feedback on both correct and incorrect answers is used to enhance your learning and guide you throughout this course. **Read the question feedback!**

- **Discussion posts and collaborative table activities**: At multiple times during this course you will be guided to make and respond to posts (visible to the entire class) about something you have learned either via a HuskyCT discussion board or by making an entry to a table within a word document. These activities are meant to give you an opportunity to interact and learn from your fellow students. Please make the most of them. And, importantly, review the material in the discussions and collaborative tables before quizzes and exams! This is important material!
- **Interactive simulations, case studies and more:** This course will guide you using a wealth of online resources on various subjects. For example, you will work with digital simulators of ocean acidification, climate change and species range shifts. I have checked that all links are working before the start of the course and before these materials are opened to you, but as with all online material, unexpected changes happen. *If you find a link is not working* at any point, please email me immediately and let me know!
- **Journal entries and online worksheets:** You will be required to complete journal entries and online "worksheets" throughout this course. These worksheets are generally a sequence of questions much like a quiz but are meant to be more formative and provide you with the opportunity to reflect on what you have learned and where you still have work to do. In some cases (not all) more than one attempt is allowed. Read the instructions for each assignment carefully before completing it.
- **Quizzes:** Quizzes in this course are un-proctored and untimed, but you only have one attempt and they must be completed as scheduled or late penalties will apply. You should review and study the material in a topic **before** taking a quiz. They are meant to contribute to your grade and help you to assess your knowledge of the material before you proceed. Please note that if you cheat on these not only may you be subject to severe penalties, but you are also cheating yourself of your chance to learn and perform your best on the exams.
- **Group project:** There is one group project in this course. You will be exploring the factors contributing to extinction risk with 2-3 of your peers and be expected to work collaboratively to form a discussion post. The groups will be set by the instructor at the beginning of the second week. While there are various intermediate deadlines associated with this assignment, it is completed by week 3. More information will be provided in the assignment description in Week 2.
- **Exams: There are three exams – one each scheduled for EVERY Friday** of this three-week course and are **required**. You have the flexibility to take them any time you like on Friday, but you MUST have completed them before 11:59 pm on Friday of each week. Plan for this now! The objective of exams will to be to determine each student's comprehension & mastery of the material. Each exam covers approximately one third (1/3) of the course material and is timed. *Exams will be taken on your computer via Respondus Lockdown Browser with Webcam Proctoring on HuskyCT during class time*—**Respondus must be downloaded & updated by the first exam & you will need a working video & microphone on your device to be able to access Webcam proctoring!** *** If ID verification is not provided & /or you are not visible during testing, you will *not receive credit* for the assessment or assignment.

Study groups: If you are interested in forming a study group with other students, there is a study group application in Nexus that can help you get started. View this video for more information.

HuskyCT: will be used extensively in support of this course. You are expected to log-in every day in order to complete your work on-time and take full advantage of this resource. Be sure that you are able to access the materials posted. Course updates**,** announcements, lecture recordings, and all other relevant materials, will be available there. **Check HuskyCT every day**; it is your responsibility to gather information & materials made available to you. Here I will post changes in the course schedule, grades & news. If you do not use the uconn.edu e-mail provided to you by the university, you are responsible for forwarding the university mail to your personal email. If you have any questions about using HuskyCT, please see: http://huskyct.uconn.edu.

Workload expectations: UConn's credit hour policy and work-load expectations can be found at https://policy.uconn.edu/2012/08/22/credit-hour/. Essentially for each course credit students are expected to complete up to 126 hours of work (including programmed course activities and independent study). For a three-week course this translates to approximately **40 hours a week!** Each week is equivalent to 4.6 weeks of material from a normal semester course. **In other words, a 3-week-long, 3-credit course is a full-time job**. Please treat this course accordingly! Do not "check-out" of this course for a day and expect there to be no impacts. You should be checking into HuskyCT every day and completing the activities as described in the course schedule (provided at the end of this document and on HuskyCT). There are late penalties and falling behind will hurt your performance.

Late work policy and penalties: Many of the assignments in the course are graded according to specific rubrics and specify the late penalties there or in the assignment description. However, if no late penalty is stated then a late penalty of 10% per day will apply (be sure to look at rubrics and assignment descriptions – as many penalties are more stringent than this general default). Exams open Friday morning (at 12:01 am) and must be taken by 11:59 pm on Friday of each week. Exams may not be taken late and you will receive a zero for a missed exam. Note that this course is meant to be completed in sequence; so, completing work late may have consequences beyond late penalties in the form of reduced performance with other course assessments.

Copyright The lectures, notes, blackboard-hosted activities worksheets and quizzes associated with this course are protected by state common law and federal copyright law. They are the instructors' own original expression and were recorded prior or during lecture to ensure copyright protection. Students are authorized to take notes; however, this authorization extends only to making one set of notes for your own personal use and no other use. If you are authorized to record lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from the instructor.

General expectations:

- You should expect to dedicate approximately 40 hours per week to this course including lecture recordings, reading, other learning activities, and independent study. This expectation is based on the University of Connecticut's policy regarding credit hours as described above.
- Complete ALL the assigned readings, videos (including lecture recordings), checkpoint questions and other activities to support understanding of content.

- Pay attention to the digital feedback you are given on any questions you answer, assessments and assignments you complete. This will help you!
- In any class interactions (in group work or discussion boards) partake in respectful disagreement without attacking & or being disrespectful of others.
- STUDY before your quizzes and exams. In particular, the exams are timed and worth more points covering an entire unit in one sitting. **You must independently study and prepare for these!**
- You MUST take all three of the course exams on the day scheduled. There is one exam that must be taken every Friday (before 11:59 pm). Late exams are not possible. Mark this on your calendars!

Unsustainable Activities:

- Not engaging in course materials and assignments.
- Not keeping up with the course schedule.
- Not taking any exam on the scheduled date (will result in an automatic zero for that exam)
- Cheating / plagiarism (will be met with swift & harsh penalties)
- Harassment or other like misconduct will not be tolerated.

*****NOTE:***** This is an intensive asynchronous online course and this means that you as the student have enhanced responsibilities:

- You are completing an entire semester's worth of learning in just 3 weeks. It is absolutely ESSENTIAL that you are self-disciplined and stay on schedule with the course material. A detailed day-by-day schedule is provided on HuskyCT at the beginning of each module and at the end of this syllabus.
- Only you know if you are struggling with material. Because I am very likely to not be seeing you each day, you must reach out to me if you need help – this is your responsibility! Please just drop into online office hours or email me!

Grading:

Exams (3) @ 100 points each	300 pts
Quizzes and other learning activities @ 5-20 pts each	335 pts
Extinction risk group project	25 pts
Final journal entry	20 pts
	685 total points

Notes on Grading: Your grades are earned by your knowledge as measured by performance on exams, labs, & other assignments. To keep track of your performance, refer to My Grades in HuskyCT. Grades are not an indication of your value as a person or whether or not I like you. I will make every effort to provide feedback and grades as quickly as possible, but keep in mind that some assignments take longer to grade than others. To keep track of your performance in the course, refer to My Gradebook in HuskyCT.

Grading scale:

A: 637-685 points A-: 616-636.9 points	B+: 595-615.9 points B: 568-594.9 points B-: 548-567.9 points	C+: 527-547.9 points C: 500-526.9 points C-: 479-499.9 points	D+: 458-478.9 points D: 431-457.9 points D-: 411-430.9 points	F: 0-410.9 points

Student Authentication & Verification

"The University of Connecticut is required to verify the identity of students who participate in distance learning or online courses and to establish that students who register in these courses are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include:

- You must **login to HuskyCT on day 1** to authenticate your attendance. I expect all of you to do this by the end of the first day of class → Just log in & do the scheduled work for that day and you will be set!
- You will be taking exams virtually on HuskyCT over Respondus Lockdown Browser with Webcam proctoring. To access the assessments you must login with your netID and password & will verify student ID which will be shown for 5 seconds during a "precheck" at the start of each exam.

Students who do not complete the above-required authentication steps may be denied access to the course and given an incomplete. Students could lose credit if faculty cannot confirm the identity of the student enrolled in the course and completing activities and assessments."

Academic misconduct will result in lowered grades, failure of the course, or other disciplinary actions. Having any unapproved materials out during an exam (graphing calculator, unapproved tablet or e-pen, phone, earbuds, notes) counts as academic misconduct. Completing **any** work using artificial intelligence (AI) or online text generators is also considered misconduct. Please see the University policy on this topic at: http://www.community.uconn.edu/academic_misconduct_faq.html.

Additional student responsibilities and resources: As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include: The Student Code, Resources on Avoiding Cheating and Plagiarism · Academic, Scholarly, and Professional Integrity and Misconduct (ASPIM), Copyrighted Materials, Credit Hours and Workload, Netiquette and Communication, adding or Dropping a Course, academic Calendar, Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships, and the Sexual Assault Reporting Policy.

Students with disabilities: *If you need special accommodations*, because of a disability, please contact me (the instructor) privately early in the semester. Students with certified disability should let the disability office

(CSD) know right away about their needs. No accommodations without documentation. For more information, please go to the CSD website: http://www.csd.uconn.edu/. ***If you need special accommodation for testing***, visit the CSD website and discuss your specific needs with the CSD staff within the first week of the semester. You will take your exams at the same time as the class unless CSD determines your schedule is in conflict. In this case, you will take the exams earlier and as close to the exam date as possible. These details must be planned for ahead of time, so take care of this now

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Inclusion and diversity:

My goal is to create an inclusive online course space where everyone is comfortable participating & engaging in the course material! I would like to create a learning environment for my students that supports diversity of thoughts, perspectives & experiences, & honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

- If you have a name &/or set of pronouns that differ from those that appear in your official records, please let me know! Don't hesitate to include them in your discussion posts if you would like. Also please correct me if I mess up!
- If you feel like your performance in the course is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. If you prefer to speak with someone outside of the course, http://diversity.uconn.edu as is https://studentservices.stamford.uconn.edu/ are excellent resources.
- I (like many people) am still in the process of learning about diverse perspectives & identities. If something was said in class (by anyone—including me) that made you feel uncomfortable, please contact me about it.

Student health and wellness: The University of Connecticut strives to support the optimal well-being of all students. Student Health and Wellness (SHaW) offers a comprehensive set of services including medical care, mental health, and health promotion.

Common curriculum alignment: The Common Curriculum (hereafter "CC") prepares students to tackle 21st-century challenges by combining coursework across disciplines to expand their worldviews, enhance their range of skills, and develop into critical, creative, emotionally intelligent, and interdisciplinary thinkers. The CC is designed to help students learn to be versatile in a rapidly changing world; combine knowledge in innovative ways; apply learning strategies to new contexts, including their major; see local and global patterns and the interconnectedness of intellectual work; and appreciate how we need each other to tackle today's challenges.

The University has defined student learning objectives (what a student should know, or be able to do by the end of the course) for each Topic of Inquiry in the CC. Each CC course aligns to one or more of those objectives. The course's student learning objectives align to the CC objectives; course assessment (assignments, exams/quizzes, etc.) align to both the course learning objectives and the CC objectives.

EEB 2100 will satisfy the CC Environmental Literacy (TOI-4) and Scientific and Empirical (TOI-6) Topics of Inquiry. The following table lists learning objectives of TOI-4, TOI-6 and how they align to the learning objectives of, and assessments used in, this course.

Topic of Inquiry	**Common Curriculum Objective**	**Course learning objective(s)**	**Course assessment(s)**
TOI-4	1. Students will be able to investigate how human activities impact Earth systems.	LO1, LO2, LO3, LO4, LO5, LO7	Topic activities, assignments and lectures with checkpoint questions. Group project, case studies, discussions and journal entries. Exams, Quizzes.
TOI-4	2. Students will be able to examine how Earth systems affect human activities and well-being.	LO4, LO6, LO7	Topic activities, assignments and lectures with checkpoint questions. Group project, discussions and journal entries. Exams, Quizzes.
TOI-4	3. Students will be able to assess how human-environment interactions are represented culturally, creatively, or artistically, and how these representations influence attitudes and behaviors	NA	
TOI-4	4. Students will be able to evaluate how public policies, legal frameworks, and/or other social systems affect environmental and social justice.	LO7	Topic activities, assignments and lectures with checkpoint questions. Journal entries. Exams, Quizzes.
TOI-4	5. Students will be able to articulate moral, ethical, and/or philosophical issues regarding the environment.	NA	
TOI-6	1. Students will be able to explain and appropriately utilize basic scientific language and concepts.	LO1, LO2, LO3, LO4, LO5, LO6, LO7	Topic activities including map and graph interpretation modules, case studies and online simulations. Exams and Quizzes. Group project.
TOI-6	2. Students will be able to design or conduct an experiment or analysis suitable to test a scientific hypothesis and be able to interpret the results.	NA	
TOI-6	3. Students will be able to solve problems described verbally, graphically, symbolically, or numerically.	LO1, LO2, LO3, LO4, LO5, LO6, LO7	Topic activities including calculations, map and graph interpretation modules and online simulations. Exams and Quizzes.

Evaluation of the course: Students will be provided an opportunity to evaluate instruction in this course using the University's Student Evaluation of Teaching (SET), which is administered by the Office of Budget, Planning and Institutional Research (BPIR). Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

EEB 2100 Intensive 3-week Asynchronous Schedule

Given the intensive nature of this 3-week course, it is imperative that you stay on-schedule. Catching up will be very difficult and falling behind will impede your learning and lead to points lost. All assessments due on a given date are due by 11:59 pm that day unless otherwise specified. Exams cannot be taken late. Late penalties for other activities vary by assessment as described in the rubrics and syllabus. This schedule is subject to change as needed by the instructor.

Week 1	**Introduction and Unit 1**	OFFICE HOURS: Monday, Tuesday, Friday 10am-11am.		
Date	*Topic*	*Activities*	*Assessments due*	*Other notes*
Monday 05/11	Introduction and Topic 1.1	Complete the introduction and all of Topic 1.1 including lecture recordings, readings, videos and activities.	- Introduction Orientation quiz (completion required to advance) - 1.1 Reading quiz (10 pts) - 1.1 Discussion Part 1: initial post (8 pts) - 1.1. Collaborative table learning activity (5 pts)	
Tuesday 05/12	Topic 1.2	Complete Topic 1.2 including lecture recordings, readings, videos and activities.	- 1.2 Carbon Cycle Drag & Drop activity (5 pts) - 1.2 Quiz (20 pts) - 1.1 Discussion Part 2: responses due (2 pts)	First exam is Friday! Remember to study and review past material as you go!
Wednesday 05/13	Topic 1.3	Complete Topic 1.3 including lecture recordings, readings, videos and activities.	- 1.3 Mini-quiz (5 pts) - 1.3 GHG Simulator Assignment (10 pts) - 1.3 Collaborative Table learning activity (5 pts) - 1.3 IPCC socio-economic pathways activity (5 pts)	*NOTE***:* *no office hours the first Wednesday, if you have an urgent question, please email!*
Thursday 05/14	Topic 1.4	Complete Topic 1.4 including lecture recordings, readings, videos and activities.	- 1.4 Ocean Acidification Simulator Activity (10 pts) - 1.4 Mini-quiz (5 pts) - 1.4 Journal (10 pts)	Exam 1 is tomorrow. Make sure to study all material in Topics 1.1-1.4.
Friday 05/15	Unit 1 Exam	Study Topic Unit 1 before taking the exam! Attend office hours for help! Topic 1 Exam	- Exam 1 (100 pts)	Exams are time-limited and it is expected that you are able to complete them without reference to outside material. In other words, studying is important!

Week 2	**Unit 2**	OFFICE HOURS: Monday, Wednesday, Friday 10am-11am.		
Date	*Topic*	*Activities*	*Assessments due*	*Other notes*
Monday 05/18	Topic 2.1; Extinction Risk Group Project; beginning of Topic 2.2	Complete Topic 2.1 including lecture recordings, readings, podcast, and activities. Start Species Extinction Risk Group Project. Start Topic 2.2	- 2.1 Mass extinction timeline activity and mini-Quiz (5 pts) - 2.1 Quiz (15 pts) - Enter contact information and IUCN threat level focus in group work folder. Brainstorm species choice.	
Tuesday 05/19	Topic 2.2 Group Project (cont.)	Complete Topic 2.2 including lecture recordings, readings, and activities. Work on Extinction Risk Group Project.	- 2.2 Scavenger Hunt Activity (5 pts) - 2.2 Quiz (15 pts) - Upload of individual Species Extinction Risk slide to group work folder. (10 pts)	Work on your project today and arrange to finish it on-time with your group! It will get busy!
Wednesday 05/20	Topic 2.3 and Topic 2.4 Group Project (cont.)	Complete Topic 2.3 and Topic 2.4 including lecture recordings, readings, and activities. Work on Group Project	- 2.3 Species distribution model activity (5 pts) - 2.3 Phenological mismatch activity (5 pts) - 2.3 Quiz (10 pts) - 2.4 Fragmentation map activity (5 pts) - 2.4 Quiz (10 pts)	
Thursday 05/21	Topic 2.5 and Topic 2.6 Group Project (cont.)	Complete Topic 2.5 and 2.6 including lecture recordings, readings, and activities. Work on Group Project	- 2.5 Case Study Activity (10 pts) - 2.5 Quiz (10 pts) - 2.6 Collaborative Table Activity (5 pts) - 2.6 Case Study Journal Entry (5 pts) - 2.6 Quiz (10 pts) - Aim to make group discussion post today! (Friday = grace period)	Exam 2 is tomorrow. Make sure to study all material in Topics 2.1-2.6.
Friday 05/22	Unit 2 Exam Group Project (cont.)	Study Unit 2 before taking the exam! Attend office hours for questions. Topic 2 Exam Work on Group Project	- Exam 2 (100 pts) - Extinction Risk Group Discussion Post Due by end of day (10 pts)	Study well before taking your exam! It is time-limited.
Sunday 05/24	Extinction Risk (Group) Project		- Post responses to Extinction Risk posts by two other groups (5 pts)	

Week 3	**Unit 3**	OFFICE HOURS: Monday, Wednesday, Friday 10am-11am. V		
Date	*Topic*	*Activities*	*Assessments due*	*Other notes*
Monday 05/25 **MEMORIAL DAY**	Topic 3.1	Complete Topic 3.1 and first half of Topic 3.2 including lecture recordings, readings, podcast, and activities.	- 3.1 Activity on understanding the mechanisms behind BEF (5 points) - 3.1 Quiz (15 pts)	*NOTE***: considering the holiday--since 3.1 is short you may complete it on schedule OR add it to Tuesday's workload*
Tuesday 05/26	Topic 3.2 (cont.) and Topic 3.3 Start Final Journal Entry	Complete Topic 3.2 and 3.3 including lecture recordings, readings, and activities. Start thinking about Final Journal Entry	- 3.2 Human population growth Activity (submit answers to activity questions) (10 pts) - 3.2 Ecological Footprint Calculation Activity (5 pts) - 3.2 Quiz (10 pts) - 3.3 Activity Exploring Food production and waste (5 pts) - 3.3 Quiz (15 pts)	
Wednesday 05/27	Topic 3.4 and Topic 3.5	Complete Topic 3.4 and Topic 3.5 including lecture recordings, readings, and activities. You have until Thursday to complete the 3.5 quiz if you need it.	- 3.4 Case study: DDT to Neonicotinoids (5 pts) - 3.4 Scavenger hunt activity (5 pts) - 3.4 Quiz (10 pts) - 3.5 Nitrogen activity (5 pts) - 3.5 Phosphorus activity (5 pts)	
Thursday 05/28	Topic 3.6 and Final journal entry.	Complete Topic 3.6 including lecture recordings, readings, and activities. Final Journal Entry	- 3.5 Quiz (15 pts) - 3.6 Journal entry: Finding successful solutions (5 pts) - 3.6 Quiz (10 pts) - Work on Final Journal Entry (due tomorrow!)	Exam 3 is tomorrow. Study all material in Topics 3.1-3.6.
Friday 05/29	Unit 3 Exam	Study Unit 3 before taking the exam! Attend office hours for questions. Topic 3 Exam	- Exam 3 (100 pts) - Final Journal Entry Due by end of day (20 pts)	Study before taking your exam! It is time-limited.